

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180012

Grants.gov Tracking#: GRANT12659855

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180012

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (UULRC_GEPA1024915487)	e12
6. Grants.gov Lobbying Form	e16
7. Dept of Education Supplemental Information for SF-424	e17
Attachment - 1 (UULRC_Exempt_Research_Narrative1024915485)	e18
8. ED Abstract Narrative Form	e19
Attachment - 1 (UULRC_Abstract1024915486)	e20
9. Project Narrative Form	e21
Attachment - 1 (UULRC_Narrative1024915490)	e22
10. Other Narrative Form	e72
Attachment - 1 (UULRC_Appendix_A1024915491)	e73
Attachment - 2 (UULRC_Appendix_B1024915492)	e186
Attachment - 3 (UULRC_Appendix_C1024915495)	e187
Attachment - 4 (UULRC_Appendix_D1024915494)	e199
11. Budget Narrative Form	e204
Attachment - 1 (UULRC_Itemized_Budget1024915488)	e205
Attachment - 2 (UULRC_Budget_Narrative1024915489)	e206

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

84.229A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

University of Utah

* b. Employer/Taxpayer Identification Number (EIN/TIN):

876000525

* c. Organizational DUNS:

009095365

d. Address:

* Street1:

75 South 2000 East

Street2:

* City:

Salt Lake City

County/Parish:

Salt Lake

* State:

UT: Utah

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

84112-8930

e. Organizational Unit:

Department Name:

L2TReC

Division Name:

COLLEGE OF HUMANITIES

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

FERNANDO

Middle Name:

* Last Name:

RUBIO

Suffix:

Title:

Director

Organizational Affiliation:

University of Utah

* Telephone Number:

801/581-4610

Fax Number:

* Email:

fernando.rubio@utah.edu

PR/Award # P229A180012

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Second Language Teaching and Research Center (Title VI Language Resource Center)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="176,632.00"/>
* b. Applicant	<input type="text" value="40,055.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="216,687.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Utah

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	92,836.00	91,366.00	93,193.00	95,057.00		372,452.00
2. Fringe Benefits	40,434.00	42,665.00	43,518.00	44,388.00		171,005.00
3. Travel	11,847.00	11,724.00	13,509.00	9,088.00		46,168.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	450.00	600.00	600.00	600.00		2,250.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	17,981.00	16,149.00	18,326.00	21,673.00		74,129.00
9. Total Direct Costs (lines 1-8)	163,548.00	162,504.00	169,146.00	170,806.00		666,004.00
10. Indirect Costs*	13,084.00	13,000.00	13,532.00	13,665.00		53,281.00
11. Training Stipends						
12. Total Costs (lines 9-11)	176,632.00	175,504.00	182,678.00	184,471.00		719,285.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 8.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P229A180012

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Utah	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	24,400.00	24,400.00	24,400.00	24,400.00		97,600.00
2. Fringe Benefits	12,688.00	12,688.00	12,688.00	12,688.00		50,752.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	37,088.00	37,088.00	37,088.00	37,088.00		148,352.00
10. Indirect Costs	2,967.00	2,967.00	2,967.00	2,967.00		11,868.00
11. Training Stipends						
12. Total Costs (lines 9-11)	40,055.00	40,055.00	40,055.00	40,055.00		160,220.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P229A180012

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Brent Brown	Director
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Utah	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="n/a"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text" value="n/a"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text" value="UT-102"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
8. Federal Action Number, if known: <input type="text" value="n/a"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text" value="n/a"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text" value="n/a"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Brent Brown"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Brent"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Brown"/> Suffix <input type="text"/> Title: <input type="text" value="Director"/> Telephone No.: <input type="text" value="801-581-6903"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

UULRC_GEPA1024915487.pdf

Add Attachment

Delete Attachment

View Attachment

PROGRAM OF COMPLIANCE WITH GENERAL EDUCATION PROVISION ACT
SECTION 427 (GEPA)

SECOND LANGUAGE TEACHING AND RESEARCH CENTER
UNIVERSITY OF UTAH

The Second Language Teaching and Research Center (L2TReC) strives to provide excellent programs that are available to all regardless of ability. We affirm that the University of Utah does not discriminate on the basis of gender, race, national origin, color, disability, age, religion, sex, sexual orientation, gender identity/expression, genetic information or protected veteran's status in employment, treatment, admission, access to educational programs and activities or other university benefits or services. These policies apply to all academic and administrative units of the university, and to all members of the university community, including faculty, staff, students, patients, visitors and participants in university programs or activities.

The proposed project is committed to improving and expanding the nation's language capacity and as such reflects a commitment to honoring and promoting linguistic and cultural diversity. The project is consistent with the University of Utah's mission to "engage local and global communities to promote education". Furthermore, as a preeminent research and teaching university with national and global reach, the University of Utah cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs.

All faculty and staff from the University of Utah have been hired without regard to any specific barriers that traditionally impede equitable access or participation. Hence, the faculty and staff participants in the proposed projects are drawn from a group of qualified individuals that were already subjected to a selection process that does not deny access to opportunities

based on gender, race, national origin, color, disability, age, religion, sex, sexual orientation, gender identity/expression, genetic information or protected veteran's status. Any new hiring that may occur as a result of the Title VI funding will follow the University of Utah's strict equal access and opportunity guidelines. Moreover, all faculty and staff hired at the University of Utah must undergo mandatory training to ensure that they abide by state, federal, and university non-discrimination requirements at all times.

Several offices on campus have as their exclusive responsibility the maintenance of the aforementioned commitment. The Office of Equal Opportunity, Affirmative Action, and Title IX ensures that practices align with equitable policies. The office works to maintain a campus that is safe and promotes individual value and dignity, equal access to its programs, and employment and social opportunities for everyone regardless of gender or sex. If there are violations, policies, procedures, and resources are in place to take immediate and appropriate steps to address violations of university policy by ending or eliminating the hostile environment, preventing its recurrence, and remedying the effects.

The International Center at UU administers to the needs of the international student body. Additionally, the Center for Ethnic Student Affairs is charged with the responsibility of providing individual advisement to students of diverse backgrounds regarding academic, financial aid and scholarships, and social/cultural matters.

The University's Center for Disability Services works closely with students and employees to ensure that all individuals are able to learn and fully participate in proposed activities. Coordinators from the Center for Disability Services meet one on one with students to establish their needs and to introduce them to the facilities and programs available. From qualified sign language interpreters to volunteer readers for the visually impaired, and from

audio textbooks to psychoeducational assessment, the University of Utah endeavors to make the complete university experience open to all students.

These offices are professional resources dedicated to our university's commitment to provide a fair and equitable environment for individuals to pursue their academic and professional endeavors and to equally access university programs. They do this by ensuring that all practices: (1) are in compliance with the university's nondiscrimination policies; (2) provide a process to fairly and effectively resolve complaints; (3) provide reasonable accommodations; and (4) provide training to faculty and staff on discrimination and access issues.

The University of Utah is fully committed to providing equal access for all individuals. The university endeavors to ensure that campus and university programs are accessible and in compliance with state and federal disability standards. The campus is barrier-free, allowing students and participants of all abilities access to L2TReC programs and events. Furthermore, the University will provide reasonable accommodations so as to remove any barriers that may prevent an individual with a disability from equally participating in academics, employment, or other university program. L2TReC will continue to work with these centers to provide the necessary accommodations and services for all participants.

L2TReC is deeply committed to providing equal access for all individuals and is continually improving its strategic approach to serve a more diverse student body and create more opportunities for underserved communities. We are cognizant that we have much to learn and we are committed to gaining a core complex understanding of the barriers that affect access to our programs. We will implement the following steps to ensure equity of access and participation to our program participants.

1. Provide regular training to all of our center staff to ensure compliance with university and federal policies with regards to discrimination and equal access. Training will focus on identifying potential barriers to access to our programs and finding solutions to overcome these barriers.
2. Include contact information for the University's Center for Disability Services on all advertisements so that potential participants are aware of the services available to them.
3. Provide translation services, if necessary at any proposed workshops and events.
4. Partner with Salt Lake Community College and community organizations to provide outreach that will help to increase minority participation in L2TReC initiatives.
5. Follow the University's equal opportunity and affirmative action guidelines when hiring and conducting hiring searches for staff.
6. Seek to mirror in our program activities the rapidly changing demographics of Utah as much as possible to represent diverse viewpoints, as well as languages.

It is our hope that by following these steps, our program will be a resource to all, including people of varying abilities and backgrounds.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Utah

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	FERNANDO	<input type="text"/>	RUBIO	<input type="text"/>

Address:

Street1:	255 S CENTRAL CAMPUS DR RM 1930
Street2:	<input type="text"/>
City:	SALT LAKE CITY
County:	SALT LAKE
State:	UT: Utah
Zip Code:	84112
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
801/581-4610	<input type="text"/>

Email Address:

fernando.rubio@utah.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

UULRC_Exempt_Research_Narrative1024915485.pdf

Add Attachment

Delete Attachment

View Attachment

Exempt Research Narrative

The research activities in which there is involvement of human subjects fall under:

Exemption (2): Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.

Exemption (4): Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

LRC Research Activity:

Under Project Goal 1, *Activities to Support K-9 Immersion Instruction*, L2TReC will use speech samples generated through ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) testing mandated by the USBE. The samples will be transcribed and analyzed by L2TReC staff. These audio samples are provided to us by the testing agency and are de-identified.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT

The University of Utah (UU) requests funding to establish a National Foreign Language Resource Center (LRC) to strengthen the nation's foreign language capacity. Utah's LRC will mobilize its established and significant expertise to capitalize on 2 key national trends in foreign language education: the growth of the Dual Language Immersion (DLI) model and the Seal of Biliteracy movement. It will address the need for effective articulation and more effective pedagogies in DLI, and produce a replicable model for standardized proficiency assessments for LCTLs.

Over the past three decades DLI has seen rapid growth, from only 50 programs reported in 1985 to 448 in 2011, and an estimated 2,400 programs as of 2017. Currently there are not enough resources to meet the growing demand for effective pedagogies and articulation models. Concurrent with the expansion of DLI programs are efforts to recognize and tap into the nation's strengths in heritage language skills. The Seal of Biliteracy (<http://sealofbiliteracy.org/index.php>) recognizes students' proficiency in two or more languages by the time of high school graduation, and is awarded by a school district or a state (currently offered in 32 states and the District of Columbia). Despite this national push for official biliteracy recognition, there are no mechanisms in place to assess the proficiency of high school students in dozens of languages that are not offered in K-12 schools, yet are widely spoken in heritage language communities across the country.

The LRC will be housed in UU's Second Language Teaching and Research Center (L2TReC), which has an established track record, and personnel expert in the areas of proficiency assessment, teacher training, foreign language curriculum development, and second language acquisition research, as well as a strong record of successful collaboration with K-12 education. L2TReC will leverage its experience with Utah's statewide six-language (Chinese, French, German, Portuguese, Russian, Spanish) DLI program as well as its significant expertise in proficiency assessment to 1) create and disseminate replicable components of Utah's fully articulated K-16 DLI program and 2) develop and share structures for assessing and validating (through the Seal of Biliteracy) the language proficiency of heritage speakers of LCTLs in secondary programs. These objectives will be realized through four project goals:

Goal 1: Identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction;

Goal 2: Identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum;

Goal 3: Develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs;

Goal 4: Organize professional development opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning.

The project goals and activities, personnel, collaborative partners, evaluation plan, and budget have all been carefully selected and designed to ensure maximum impact through trainings, and materials that are shareable and replicable.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

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TABLE OF CONTENTS

1. PLAN OF OPERATION	1
<i>1a. Quality of Project Design</i>	1
<i>1b. Management plan</i>	6
<i>1c. Project objectives</i>	10
<i>1d. Achieving objectives</i>	11
<i>1e. Equal access</i>	12
2. QUALITY OF KEY PERSONNEL	12
<i>2a. Project director</i>	13
<i>2b. Key Personnel, 2c. Time Commitment, 2e. Past Experience/Training</i>	14
<i>2d. Nondiscriminatory Employment Practices</i>	17
3. BUDGET AND COST EFFECTIVENESS	18
<i>3a. Adequate Budget</i>	18
<i>3b. Reasonable Costs</i>	18
4. EVALUATION PLAN	19
<i>4a. Quality</i>	19
<i>4b. Methods and Data</i>	21
5. ADEQUACY OF RESOURCES	22
<i>5a. Facilities</i>	22
<i>5b. Equipment and Supplies</i>	23
6. NEED AND POTENTIAL IMPACT	23
<i>6a. Need for Materials and Activities</i>	23
<i>6b. Use Throughout the US</i>	32
<i>6c. Strengthen, Expand, Improve</i>	35
7. LIKELIHOOD OF ACHIEVING RESULTS	37
<i>7a. Materials Preparation</i>	39
<i>7b. Practicable Plans and Anticipated Results</i>	42
8. DESCRIPTION OF FINAL FORM OF RESULTS	43
9. COMPETITIVE PREFERENCE PRIORITY 1 ACTIVITIES THAT FOCUS ON LCTLs	45
10. COMPETITIVE PREFERENCE PRIORITY 2-COLLABORATION WITH COMMUNITY COLLEGES	46
REFERENCES	47

SECTION 1: Plan of Operation

1.a. Quality of Project Design: The University of Utah (UU) requests funding to establish a National Foreign Language Resource Center (LRC) to strengthen the nation's foreign language capacity. The LRC will be housed in the Second Language Teaching and Research Center (L2TReC), which has an established track record in the areas of proficiency assessment, teacher training, foreign language curriculum development, and second language acquisition research, as well as a strong record of successful collaboration with K-12 education. Utah's LRC projects will respond explicitly to expert reports that cite weak K-16 articulation and failure to leverage language capacity in heritage communities as key contributors to the nation's foreign language deficiency (Abbott et al., 2013; AAAS, 2017). It will capitalize on 2 key national trends in foreign language education: the growth of the Dual Language Immersion (DLI) model and the Seal of Biliteracy movement.

Over the past three decades DLI has seen rapid growth, from only 50 programs reported in 1985 to 448 in 2011 (Center for Applied Linguistics, 2011). Although more recent official data are not readily available, the Director of Dual Language Studies at American Councils for International Education estimates that, as of September 2017, there may be as many as 2,400 DLI programs in the U.S. Because of the rapid pace of growth of DLI, our profession is still struggling to identify the most effective pedagogies and articulation models.

The expansion of DLI programs has been coupled with an effort to recognize and tap into our nation's strengths in heritage language skills. As a result, the National Association for Bilingual Education and ACTFL (in partnership with other organizations) have introduced the Seal of Biliteracy (<http://sealofbiliteracy.org/index.php>); a recognition of students' proficiency in two or more languages by the time of high school graduation. The Seal is awarded by a school

district or a state (currently offered in 32 states and the District of Columbia), and can be received upon completing coursework in the language or by passing certain language tests (AP, International Baccalaureate, ACTFL tests, etc.). Despite this national push for official biliteracy recognition, there are no mechanisms in place to assess the proficiency of high school students in dozens of languages that are not offered in K-12 schools, yet are widely spoken in heritage language communities across the country.

The proposed LRC will address the need for effective articulation and more effective pedagogies in DLI, and produce a replicable model for standardized proficiency assessments for LCTLs. L2TReC will leverage its experience with Utah's statewide six-language (Chinese, French, German, Portuguese, Russian, Spanish) DLI program as well as its significant expertise in proficiency assessment to 1) create and disseminate replicable components of Utah's fully articulated K-16 DLI program and 2) develop and share structures for assessing and validating (through the Seal of Biliteracy) the language proficiency of heritage speakers of LCTLs in secondary programs. These objectives will be realized through four project goals. The first three goals target different levels of education: Kindergarten to Advanced Placement (AP) for Goal 1; transition from secondary education to college-level courses for Goals 2 and 3. Goal 4 addresses dissemination of materials and expertise through workshops, webinars, and outreach to students and educators. Each of the four project goals is foundational to the overall mission of strengthening national language capacity: **Goal 1:** Identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction; **Goal 2:** Identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum; **Goal 3:** Develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs; **Goal 4:** Organize professional development

opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning.

The proposed LRC will accomplish these overarching goals through a series of activities that occur at various stages of the funding cycle. Activities will be conducted in collaboration with a variety of key partners, as outlined in Table 1. Partners have been selected for their expertise and have agreed to participate. Please see letters of support in Appendix C.

Table 1: Project Goal Partnerships	
Project Goal 1: Activities to support K-9 immersion instruction	Partnerships: Utah State Board of Education (USBE), UGA Portuguese Flagship, UGA Russian Flagship (if funded), ACTFL
Project Goal 2: Activities for students at the Advanced level of proficiency transitioning from AP courses (grades 9 or 10) to college-level curriculum (grades 10, 11 and 12)	Partnerships: COERLL, Hawaii NFLRC, UGA Portuguese Flagship, USBE
Project Goal 3: Activities for assessing and mobilizing proficiency of heritage speakers of LCTLs.	Partnerships: Salt Lake Community College, UU's Title VI Center for Asian and Pacific Studies, Salt Lake City School District (SLCSD), Granite School District (GSD), USBE
Project Goal 4: Activities for language educator professional development and outreach to promote K-16 articulation	Partnerships: COERLL, Hawaii NFLRC

Goal 1. Activities to Support K-9 Immersion Instruction:

1. Identify effective DLI instructors by analyzing student performance on statewide AAPPL testing (Rubio, Hacking, Watzinger-Tharp, Lair, Rubio, L.—Years 1-4); video tape effective instructors and create a library of videos (Ryan—Years 1-4) with narrative commentary that explicates best practices in the DLI classroom (Rubio, Hacking, Watzinger-Tharp, Landes-Lee, Lair, Rubio, L.—Years 1-4).
2. Utilize L2TRC's Mu(ltilingual) S(poken) Se(cond) L(anguage) Corpus, (MuSSeL Corpus) to identify features of the six Utah DLI languages that students find challenging (Schnur—Years 1-4); develop curricula, specifically a series of units and activities, that focus on these features (Hacking, Rubio, Watzinger-Tharp, Schnur, Lair, Rubio, L.—Years 3-4).

- Disseminate the videos, narrative descriptions, and curricula via L2TReC's website (Ryan—Years 1-4).

Table 2: Timeline—Project Goal 1 Activities								
	Year 1: 2018-19		Year 2: 2019-20		Year 3: 2020-21		Year 4: 2021-22	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Identify effective instruction								
Video samples								
Transcription & analysis								
Units & activities published								

Goal 2. Activities for students at the Advanced level of proficiency transitioning from AP courses to college-level curriculum:

- Identify effective instructors using data from proficiency testing (Rubio, Hacking, Watzinger-Tharp, Lair, Rubio, L.—Years 1-4); videotape and create an online library of videos that illustrate the use of effective language teaching strategies and techniques (Ryan—Years 1-4).
- Train high school and college instructors to develop series of activities that follow the Foreign Languages and the Literary in the Everyday (FLLITE—Years 1, 3) and the Project-Based Learning (PBL—Years 2, 4) models through a combination of webinars and in-person summer workshops (COERLL staff, Hawaii NFLRC staff, Rubio, Hacking, Watzinger-Tharp, Landes-Lee, Lair, Rubio, L.).
- Disseminate the videos, curricula and trainings via L2TReC's website (Ryan—Years 2-4).

Table 3: Timeline—Project Goal 2 Activities								
	Year 1: 2018-19		Year 2: 2019-20		Year 3: 2020-21		Year 4: 2021-22	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Identify effective instruction								
Video samples								
FLLITE materials developed								
PBL materials developed								
Conference presentations								

Goal 3. Activities for assessing and mobilizing proficiency of heritage speakers of LCTLs:

1. Train native speakers of Nepali, Tongan and Samoan in the fundamentals of language proficiency and proficiency testing through a combination of online (Year 1) and in-person (Years 1, 2) training modules (Rubio, Lair, Rubio, L., Chi). Trainings will be foundational to building a pool of potential instructors in these three languages.
2. Work with these speakers to develop standardized assessments to award the Seal of Biliteracy in Nepali, Samoan and Tongan (Rubio, Lair, Rubio, L., Chi—Years 2, 3).
3. Document the process of assessment instrument development so that it can be replicated for other heritage language communities across the US (Rubio, Hacking—Years 1-3).
4. Create a program allowing heritage speakers who attain the Seal of Biliteracy to use their language skills by serving as assistants to instructors teaching these languages at Salt Lake Community College. Document this initiative so that it can be replicated elsewhere (Year 4).
5. Conduct outreach to high schools in conjunction with SLCC Office of Diversity and Multicultural Affairs to promote the Seal of Biliteracy in Nepali, Samoan and Tongan (Ah Yen—Years 1-4); connect students who have received the Seal of Biliteracy to Language Assistants initiative at SLCC (Staff – Years 3-4);
6. Disseminate materials via L2TReC’s website (Ryan—Years 2-4).

Table 4: Timeline—Project Goal 3 Activities								
	Year 1 2018-19		Year 2: 2019-20		Year 3: 2020-21		Year 4: 2021-22	
	S 1	S 2	S 1	S 2	S 1	S 2	S 1	S 2
Nepali speaking, listening assessment								
Nepali writing assessment								
Tongan speaking, listening assessment								
Tongan writing assessment								
Samoan speaking, listening assessment								
Samoan writing assessment								
Language Assistants: Samoan, Tongan								

Goal 4. Activities for language educator professional development and outreach to promote K-16 articulation:

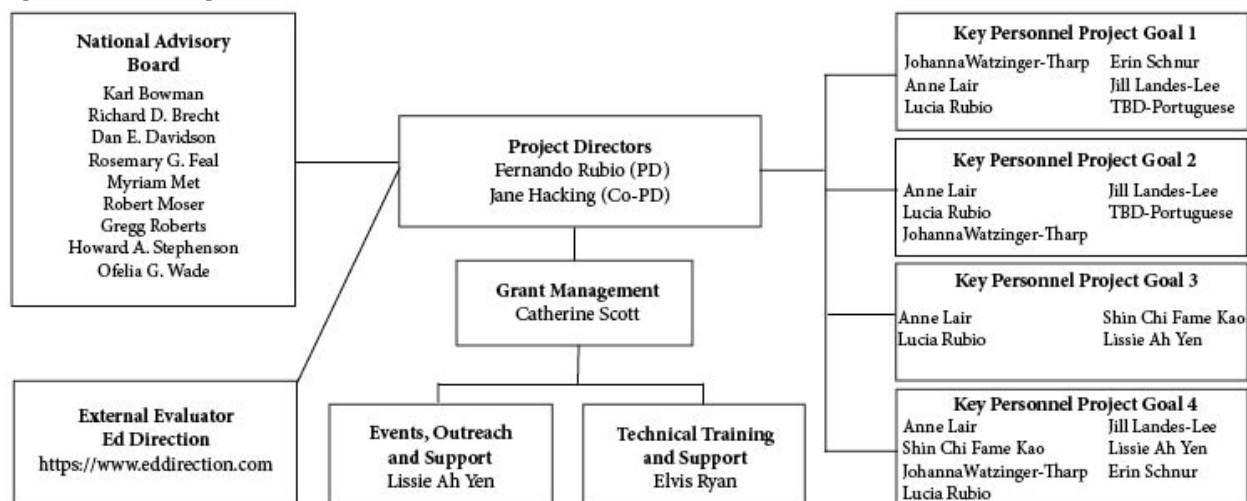
1. Workshops/Outreach: Offer professional development opportunities for native speakers of Nepali, Tongan and Samoan (Rubio, Lair, Rubio, L., Chi, Ah Yen—Years 1-4); offer target-language professional development events for high school and college faculty on FLLITE and PBLT (Rubio, Watzinger-Tharp, Landes-Lee, Ah Yen—Years 1-4), and for K-9 teachers on pedagogical uses of the MuSSeL corpus (Rubio, Hacking, Schnur, Ah Yen—Years 3, 4). Some of these trainings will be conducted in the target languages, a practice largely unique to the Utah K-12 teacher professional development programs. All curriculum development workshops will be open to local and out of state participants. Exhibit materials and promote initiatives at national conferences (Staff –Years 1-4).

Table 5 Timeline—Project Goal 4 Activities												
	Year 1			Year 2			Year 3			Year 4		
	S1	S2	Sum	S1	S2	Sum	S1	S2	Sum	S1	S2	Sum
FLLITE training												
PBLT training												
Online modules for Nepali, Samoan & Tongan training												
In person training for Tongan & Nepali testers												
In person training for Samoan testers												
Corpus workshops for immersion teachers												
Online corpus tutorials												

1b. Management Plan: As the language center at Utah’s Research 1 flagship university, L2TReC is uniquely positioned to realize goals articulated for the proposed LRC. It will capitalize on experience and research generated by: (1) collaboration with the largest K-12 Dual Language Immersion Program in the US: Utah DLI (<http://www.utahdli.org>); (2) design and implementation of the only state-wide comprehensive secondary to post-secondary foreign

language articulation program in the nation: the Bridge Program (<https://l2trec.utah.edu/bridge-program/index.php>); (3) an empirically-based understanding of language learning derived from (a) oversight of language proficiency assessment of Utah DLI program students, the only state-funded language assessment program in the country; (b) large-scale data analysis from five years (2013-2017) of the state-wide DLI proficiency assessment; (c) four years (2014-2018) of assessment and data analysis of the speaking, reading and listening proficiency of college level learners funded through the Language Flagship; and (d) development of the Mu(ltilingual) S(poken) Se(cond) L(anguage) Corpus, (MuSSeL Corpus); (4) extensive and successful experience managing large federal grants in the area of language teaching and assessment.

Figure 1: LRC Organizational Chart



Overall management of the LRC will be by the Project Director, Fernando Rubio and the Co-Project Director, Jane Hacking. Each project goal will be overseen by one of the two with additional personnel responsible for particular activities, as outlined above in the project activities description (see section 1a). To ensure that the LRC meets its project goals and objectives, L2TReC has contracted with Ed Direction to provide a yearly external evaluation of the program. Ed Direction is a division of Cicero Group, a leading management consulting and research firm. Ed Direction will organize and assess data as well as report results for all

performance measures on an annual basis per federal requirements (See Section 4). The management plan also incorporates the expertise of a National Advisory Board comprised of researchers, practitioners and legislators from across the US, all with extensive experience in K-16 and DLI education. The Board reports to the Project Director and provides feedback on all LRC activities. It will meet virtually 2x a year and will review Ed Direction's evaluation reports. Several of the proposed activities involve collaboration with other units and organizations (see Table 1). These relationships will be managed by the PD and Co-PD with input from the Advisory Board. The composition of L2TRC's Advisory Board is as follows:

Mr. Karl Bowman is World Language and Dual Language Immersion Specialist, USBE. A long time educator and experienced public school administrator, he oversees Utah's DLI program which will serve 45,000 students in 225 schools in 2018-19. He has received several awards including, the Jose M. Rubio Lifetime Achievement Award for Dedication to Latino Success and Commitment to Advancing the Latino Community from Utah Valley University.

Dr. Richard D. Brecht is co-director of the American Councils Research Center, a think tank that provides evidence for language policy and management decisions in education and the work place. He has helped found, build and lead over a dozen academic organizations, including American Councils for International Education; Center for Advanced Study of Language; National Council of Less Commonly Taught Languages; and National Foreign Language Center.

Dr. Dan E. Davidson is Director, American Councils Research Center. In 2015, he was appointed to the Commission on Languages, American Academy of Arts and Sciences. Davidson is a member of the Joint National Committee for Languages, the Russian Academy of Education, Vice-President of the International Association of Teachers of Russian (MAPRIAL), and past chair of the College Board World Languages Advisory Committee.

Dr. Rosemary G. Feal, Executive Director Emerita of the Modern Language Association of America, led the worldwide association of humanities scholars from 2002-2017. She is a past member and VP of the Board of Directors of the National Humanities Alliance; member of the Board of Directors of the American Council of Learned Societies; and past member of the American Academy of Arts and Sciences Commission on Language Learning. She has delivered numerous keynote addresses on topics such as the role of the humanities at institutions of higher learning, fostering translingual and transcultural competencies, and trends in language study.

Dr. Myriam Met is an Independent Educational Consultant providing expert advice on Dual Language Immersion to state offices of education, school districts and schools. She has consulted with universities, professional associations and private agencies throughout the United States and abroad. Between 2000 and 2008 she was Deputy Director, then Acting Director, of the National Foreign Language Center at the University of Maryland. She is the recipient of several awards including ACTFL's Florence Steiner Award for Leadership in Foreign Language Education, the Pioneer in Bilingual Education Award from the National Association for Bilingual Education, and the Palmes Académiques from the Government of France.

Dr. Robert Moser has been the PI and Director of the Portuguese Flagship Program at the University of Georgia since 2011. His recent research and program-building efforts have focused on innovative, standards-based approaches to the teaching and assessment of Portuguese as a Foreign Language. Moser has been on the forefront of integrating tele-collaborative learning into Portuguese curriculum, and he conducted a broad study (2008) on the role of student motivation for choosing Portuguese at the university level.

Mr. Gregg Roberts is Director of Dual Language Studies at American Councils for International Education. From 2006-17 he was USBE's World Language & Dual Language

Specialist where he oversaw the creation and implementation of Utah's 6 language DLI program. He directed the development of K-12 immersion curricula, the establishment of proficiency targets for all grade levels and DLI languages, a comprehensive assessment program comprised of internal and external assessments, and a job-embedded professional development program and support system in those languages. He is a recipient of ACTFL's Leo Benardo Award for Innovation in K-12 Language Education and the Palmes Académiques from the French Government.

Mr. Howard A. Stephenson was elected to the Utah State Senate in 1992. Senator Stephenson has sponsored four key pieces of legislation that have moved language education forward in Utah and informed national discussions about foreign language education. In the 2018 Utah legislative session he secured \$1.49 million in new permanent funding for language programs (\$700,000 DLI Expansion, \$500,000 Bridge Expansion, \$290,000 Proficiency Testing). Senator Stephenson is regularly invited to speak across the country about DLI and to work with educators and legislators in other states interested in developing DLI programs.

Ms. Ofelia G. Wade is Spanish Dual Language Immersion Director at USBE. She served on the Utah Governor's World Language Council (2009) and received the Utah Foreign Language Association Lifetime Achievement Award (2016). Her expertise and experience as a foreign language and DLI educator and administrator have led to numerous invitations to speak nationally (e.g., Harvard University, San Diego Dual Language Institute), and internationally.

1c. Project Objectives: In accordance with the LRC program's purpose of "establishing, strengthening, and operating centers that serve as resources for improving the nation's capacity for teaching and learning foreign languages effectively" (application instructions, p.8), the overall objective of this project is to address the nation's inability to produce adequate numbers

of speakers with the Advanced or Superior (ACTFL) level language proficiency necessary to meet critical national interests. Furthermore, this objective is operationalized in the four project goals (see 1.a), each of which meets aspects of the mandate of the LRC program. All project goal statements address Competitive Preference Priority #1 (CPP1) and project goal statements 3 and 4 address Competitive Preference Priority #2 (CPP2) (see sections 9 and 10).

While innovative, intensive programs, most notably, The Language Flagship, have demonstrated success in taking undergraduate students to the Superior level of proficiency in a number of critical languages, they reach only a small number of college-level students. For the vast majority of young people who will engage in foreign language learning, the short length of many language learning programs (e.g., two years in high school; two to four semesters in college) and the fragmented nature of the learning sequences (e.g., taking a language early in high school, stopping, starting again in college) tends to produce learners with very limited language proficiency. The activities of the proposed LRC will address this challenge by (a) identifying and disseminating effective DLI practices and models for effective articulation across levels of instruction, creating curricula that balance content-based learning and a focus on proficiency development; and (b) targeting efforts to leverage heritage speaker language capabilities.

1d. Achieving Objectives: To accomplish the overall objectives of this project L2TReC will carry out various activities that support 4 goals targeting weak K-16 articulation and failure to leverage heritage speaker language capacity. Section 1a outlined these activities and personnel involvement. Section 1b detailed the management plan and partnerships we will leverage to ensure program success, and Section 2 highlights the qualifications of proposed personnel. L2TReC has assembled a team of highly qualified, experienced personnel to ensure successful

completion of the proposed activities. Furthermore, the formative assessments to be conducted annually by the external evaluator will provide regular feedback throughout the 4 years of the funding cycle. Moreover, L2TReC's past experiences with successful large-scale, externally-funded projects further speaks to our ability to accomplish these objectives and activities in a timely and resource-efficient manner. In the last 5 years, L2TReC has been awarded a Language Flagship Proficiency grant and Language Flagship Teacher Training grant, designated a US military Language Training Center, and has been selected to spearhead the state of UT's Bridge program for DLI students.

1e. Equal Access: UU is fully committed to providing equal access for all individuals. UU is an Affirmative Action/Equal Opportunity Employer that meets the standards of the Americans with Disabilities Act. UU's nondiscrimination policies and procedures are codified in UU's official Nondiscrimination Policy Rev. 2 and the Equal Opportunity and Nondiscrimination Employment Policy. L2TReC in particular, has expanded efforts to promote diversity with its recent hires. 90% of L2TReC core staff and 71% of affiliated faculty are from under-represented groups (women and minorities). UU's campus is barrier-free, allowing students and participants of all abilities access to L2TReC programs and events. UU's Center for Disability Services works closely with students and employees to ensure that all individuals are able to learn and participate in the activities on campus regardless of their abilities.

SECTION 2: Quality of Key Personnel

See Appendix A for CVs for all personnel: L2TReC faculty, staff, National Advisory Board.

2a. Project Director:

Fernando Rubio, PhD: Dr. Rubio is a Professor in the Department of World Languages and Cultures and Co-Director of L2TReC at UU. He is an expert in Second Language Acquisition, assessment of language proficiency, and technology-enhanced language teaching. This expertise is reflected both in his research and in his training of teachers both at the university and K-12 levels. He is PI on the 4-year Language Flagship Proficiency Initiative grant (2014-2018) which has funded proficiency assessment and curricular reform in Arabic, Chinese, Korean, Portuguese and Russian at UU and Salt Lake Community College. He is a proficiency tester and trainer certified by ACTFL in the Oral Proficiency Interview (OPI) and the ACTFL Assessment of Proficiency Toward Performance in Languages (AAPPL). He is also a member of the ACTFL Board of Directors and Chair of the Research and Assessment Committee. Since 2014 he has served as Co-Chair of the Development Committee of the Advanced Placement (AP) Spanish Language and Culture Exam. For the past three years he has worked very closely with the Utah State Board of Education's Dual Language Immersion programs as an assessment specialist. Rubio has co-administered the Utah State Bridge Program for Advanced Language Learning since 2015. He will spend **15% of his time** on the project overseeing projects and activities outlined in 1a above.

Jane Hacking, PhD, Co-PD: Dr. Hacking is an Associate Professor of Russian and Linguistics in the Department of World Languages and Cultures and Co-Director of L2TReC at UU. Hacking is an expert in the field of Second Language Acquisition, and Russian phonetics and phonology and conducts research on the development of L2 proficiency with a focus on phonological development in L2 speakers. She is Co-PI on the Flagship Proficiency Initiative grant (2014-2018), which funded substantial testing of the speaking, reading and listening proficiency of college level learners of Arabic, Chinese, Korean, Portuguese and Russian.

Hacking has co-administered the Utah State Bridge Program for Advanced Language Learning since 2015, and has been a consultant to the Utah State Board of Education for the addition of Russian to the Dual Language Immersion program. She will spend **12% of her time** on the project overseeing projects and activities outlined in 1a above.

2b. Key Personnel, 2c. Time Commitment, 2e. Past Experience/Training:

Johanna Watzinger-Tharp, PhD. Dr. Watzinger-Tharp is an Associate Professor in the Department of Linguistics at UU . Her research focuses on language pedagogy, dual language immersion and teacher education. Watzinger-Tharp is currently Co-PI on an IES grant, *Partnership to Study Dual Language Immersion in Utah*. She has been working closely with public and higher education to advance dual immersion in Utah and the United States since 2007 when Jon Huntsman Jr., then governor of Utah, appointed her to co-chair the Utah World Language Council that produced the *Utah Language Roadmap for the 21st Century* and which led to the creation of dual language immersion programs in Utah. Watzinger-Tharp will devote **10% of her time** to the LRC program. She will assist in the development of new curriculum under Goals 1 and 2 and delivery of teacher training workshops (Goal 4).

Drs. Watzinger-Tharp, Rubio and Hacking all served as consultants to the American Academy of Arts and Sciences' Congressionally appointed Commission on Language Learning providing input on dual language immersion and teacher training that informed aspects of the final report: *America's Languages: Investing in Language Education for the 21st Century* (<https://www.amacad.org/content/publications/publication.aspx?d=22474>).

Jill Landes-Lee, MA: Ms. Landes-Lee has an M.Ed. in Educational Leadership and Policy and is currently completing coursework for the Doctorate of Education K12. She has been a K-12 educator since 1999 and an administrator since 2008. Since 2014, she has served as

the state-wide Director of the Bridge Program for Advanced Language Learning. As Bridge Program Director she has been working with all six state universities and all state school districts to first launch and now coordinate this groundbreaking program bridging secondary and upper-level college language and culture classes. She will devote **10% of her time** to the LRC to work specifically on Project Goals 2 and 4 as the Utah LRC develops model curriculum and examples of effective pedagogy for post-AP language and culture courses.

Anne Lair, PhD: Dr. Lair is an Associate Professor (Lecturer) in the Department of World Languages and Culture and has been teaching university-level French language and culture courses since 1996. She has been directing the introductory French program at UU since 2012. In 2014 she took on an additional position with the Utah State Board of Education as the Secondary State Coordinator for French Dual Language Immersion and has been working with L2TRC as the French Bridge Program Curriculum Director since 2017. Lair is an ACTFL certified tester. Lair will devote **10% of her time** to assist with all four projects.

Lucia Rubio, MA: Ms. Rubio has an MA in Language Pedagogy and is an Instructor (Lecturer) in the Department of World Languages and Culture. She has been teaching university-level and secondary Spanish classes since 1996. She has served as an AP reader (2016) and is an ACTFL certified tester. She has been a member of the Spanish Dual Language Immersion Secondary Team since 2015 and has developed assessment and curriculum for the Utah DLI public schools. She provides support to all 9th grade 5H/DLI (AP) teachers in the State of Utah. Rubio will devote **10% of her time** to the grant and will assist with all four projects.

Shin Chi Fame Kao, MS and Teaching Credential in Chinese Language: Ms. Fame Kao is the longtime K-12 Specialist and Coordinator in UU's Title VI Center for Asian and Pacific Studies. She is an experienced instructor of Chinese Mandarin (secondary and post-secondary

levels) and a certified ACTFL proficiency tester. Fame Kao will be teaching the UU's first Chinese Bridge Program courses in 2018-19. She will devote **5% of her time** to assist with project goals 3 and 4.

TBD, Portuguese Pedagogy Expert: The Portuguese Pedagogy expert will consult on pedagogical and curricular materials for Portuguese DLI (project goal 1) for Years 1-4 and Years 3 and 4 for project goal 2. The Portuguese expert will commit **5% of his/her time** to this grant in each of the four years and will receive the funds as summer salary.

Erin Schnur, PhD: Dr. Schnur, L2TReC's current Postdoctoral Research Fellow, is trained in Applied Linguistics and Corpus Linguistics. She has been working on development of the MuSSeL Corpus since 2017. She has the programming expertise to run analyses of corpus data required for Project 1 and the experience training educators on using corpora to inform their teaching that will be crucial for Project 4. She will devote **20% of her time** to Projects 1 and 4.

Catherine Scott, BA: Ms. Scott has been employed with L2TReC since its inception in 2012. She is a highly qualified grant manager having worked on federal grants since 2008 (each ranging from \$250,000 to \$500,000 annually). She has completed all four years of the Western Association of College and University Business Officers' *Summer Business Management Institute* and has been a member of the National Council of University Research Administrators since 2015. She will be responsible for managing the grant (budgeting, expenditures, and reporting requirements) and ensuring that all grant-related activity is in compliance with federal standards. She will oversee all logistics related to the grant, including the teacher training workshops. She will devote **15% of her time** to the LRC project activities.

Lissie Ah Yen, BS: Ms. Ah Yen is a highly experienced staff member who has been working with data management and event management (scheduling, travel arrangements,

organization) since 2005. She has been an essential member of L2TReC since 2014. Ah Yen will devote **20% of her time** supporting all four project goals of the LRC and particularly with the outreach events in project 3 and workshop coordination for project 4.

Hsingshu “Elvis” Y. Ryan, MA: Ms. Ryan is L2TReC’s Instructional Technologist. She has a Master of Education in Educational Technology and is an expert in the Canvas Course Management platform which will be used for the LRC’s training sessions and workshops. In 2016, she worked extensively on setting up the pre-course and in-course modules for L2TReC’s Flagship Teaching grant and will use this experience to do the same with the LRC workshops. She will be involved in the development and implementation of these workshops from inception through follow-up. Ryan is also technical consultant for the MuSSeL Corpus and works with Bridge Program personnel to manage shared materials. Her expertise will be crucial to hosting materials developed for all project goals. She will devote **20% of her time** to LRC activities.

2d. Nondiscriminatory Employment Practices: UU is an Affirmative Action/Equal Opportunity employer and is committed to diversity in its workforce. In compliance with applicable federal and state laws, UU’s policy of equal employment opportunity prohibits discrimination on the basis of race or ethnicity, religion, color, national origin, sex, age, sexual orientation, gender identity/expression, veteran’s status, status as a qualified person with a disability, or genetic information. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities, and protected veterans are strongly encouraged to apply. Veterans’ preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law. As noted in Section 1e, L2TReC has actively sought to create an inclusive workplace and has a highly diverse staff.

SECTION 3: Budget and Cost Effectiveness

3a. Adequate Budget: The proposed LRC budget is designed to meet the comprehensive project goals. The bulk of grant funds is allocated to personnel costs. The majority of core L2TReC faculty and staff plus a number of affiliated faculty will dedicate time to LRC activities (e.g., materials development and training sessions) with percent of efforts ranging from 5 to 15%. Travel funds are carefully allocated to allow key LRC personnel to present on grant-funded materials and activities at major conferences (including ACTFL and the International Conference on Immersion and Dual Language Education) and to promote and disseminate project goals and activities. We have budgeted for a limited number of targeted external experts to lead and/or present at the grant-funded summer workshops. However, overall workshop training funds are reasonable and more than adequate due to the number of pedagogical experts resident to UU. L2TReC and UU are augmenting grant funds through a cost-share arrangement that commits annual salary support for staff to dedicate additional percent of effort to the LRC, plus pay for graduate student research assistants (see Section 3b for details). The College of Humanities is committing 10th month stipends and course releases for the PD and Co-PD to support the LRC's work and the additional space needed for the larger workshops and training institutes.

3b. Reasonable Costs: L2TReC's planned LRC costs are adequate, reasonable and consistent with project goals. L2TReC's resident pedagogical and K-12 foreign language education experts have the necessary expertise and experience to achieve project goals. While the LRC will contract with outside experts for some of the summer workshops, workshop leaders will largely be in-house (project goal 4). Cost-effectiveness is also ensured due to data already available to the LRC projects (e.g., the MuSSeL corpus) that will be used for developing improved curricula to help K-9 learners assimilate features that are traditionally challenging at this stage of language

learning (project goals 1 and 4). Transcribing and tagging work on the MuSSeL corpus is ongoing and the corpus will be used for LRC research and materials development, but all transcribing and tagging costs will be paid with institutional funds. In addition to AAPPL test scores, L2TReC also has access to proficiency assessment results (speaking and writing) from two years of Bridge Program testing. Analysis and comparison of this data will be used to identify particularly effective teachers in the Utah K-12 immersion program (goals 1 and 2). L2TReC has a number of ACTFL certified testers on staff (Chi, Lair; Rubio, F; Rubio, L.) who will train and work with native speakers in developing standardized assessments for LCTLs (project goal 3). Thus there will not be any need, nor grant-funded costs, to bring in outside ACTFL certified testers to work on this project. These in-house experts will also conduct training sessions (project goal 4) on the process so it can be replicated for other heritage language communities across the United States.

SECTION 4: Evaluation Plan

4a. Quality: Regular, independent evaluation will be essential to the realization of the proposed LRC's project goals. To develop and manage an evaluation plan, L2TReC has partnered with Ed Direction, an independent consulting group specializing in needs assessment, program evaluation, and strategic planning. It has a proven track record of successfully performing measurement and evaluation projects for organizations such as the George W. Bush Initiative, Junior Achievement, state and local governments, over 70 school districts and institutes of higher education, and 1000's of K-12 schools. Ed Direction will conduct ongoing evaluation on the LRC throughout the granting period.

The evaluation plan operationalizes the goals and objectives described in the proposal narrative and identifies indicators to assess formative and summative progress toward project

goals. Ed Direction has developed a comprehensive evaluation plan that will provide key measures of project implementation and impact. Working closely with L2TReC, measurable objectives for each project goal were developed, as listed in the attached Performance Measure Form (PMF). Each of the four project goals has specified performance measures, activities, data indicators etc. Ed Direction will track the data indicators as specified in the PMF and compile these data into a format for summary and analysis. For example, tracking the number of visits to videoclips (project goals 1 and 2) over time will allow for adjustments to content and dissemination protocols. Review of these data will take place at regularly scheduled meetings.

Upon notice of funding, Ed Direction will refine and finalize the evaluation plan (including progress indicators, measurement frequency and methods, clarifying data sources, and refining baseline and annual targets). A comprehensive scope of work and timeline will be established at the beginning of the granting period with the objective of developing an iterative and collaborative evaluation process managed by Ed Direction. The following elaborates the basic reporting framework.

Table 6 Proposed Project Reporting Cadence		
Timing	Mechanism	Objectives
Monthly	In-person data review with PD, Co-PD and other staff as appropriate	<ul style="list-style-type: none"> • Clarify evaluation objectives and LRC needs • Refine evaluation plan • Discuss survey instruments, data collection strategy, and process improvements • Determine next steps
Annually Annually	Written evaluation report(s) Written evaluation report(s)	<ul style="list-style-type: none"> • Review status of project goals • Coordinate communication and interaction with stakeholders • Determine successes and opportunities for adjustment to the project goals and activities
At the Beginning and Ending of the Project	In-person data review and reflection	<ul style="list-style-type: none"> • Organize the kick-off of the LRC: positioning for success • Learn from the cumulative data and information generated over the life of the project

4b. Methods and Data: Ed Direction employs an expansive methodological and analytical repertoire to ensure that evaluation processes provide both precise and nuanced results. In Spring 2017, Ed Direction conducted a comprehensive evaluation of the Bridge Program with quantitative and qualitative components. With L2TReC input, they designed, delivered and analyzed online surveys for students, parents, instructors, and administrators designed to answer questions about expectations and impact of the program. They also conducted focus groups with students enrolled in the program. The final report provided invaluable feedback and guidance on the Bridge Program's pilot year.

For the proposed LRC, Ed Direction will utilize a variety of methods to assess adherence to project targets as well as overall impact. Quantitative sources of data will include such objective measures as the numbers of: teachers trained, annotated video samples produced; FLLITE and PBL activities created; native LCTL speakers trained to develop proficiency assessment instruments; heritage learners trained as Language Assistants; hits on website to view videos and access materials, and other grant-supported activities offered and the numbers of participants attending them. Other objective measures will include the creation of language assessments, as well as numbers of individuals assessed using those tools. These quantitative measures will help L2TReC identify how much was developed and offered with grant funds and helps L2TReC to examine the extent to which implementation of the proposed project components reflects the intended model.

In addition to tracking and compiling PMF specified data, qualitative measures will be developed to identify how program participants (students, workshop and conference attendees, teachers and the public) perceive the utility, impact and effectiveness of activities. Qualitative methods of data collection will include surveys administered to participants in workshops and/or

conference events. Ed Direction will collaboratively develop with LRC staff **questionnaires** for workshop participants, conduct **focus groups** with specific stakeholders, and **survey** collaboration partners regarding their experience working with the LRC. These measures can help L2TReC examine the overall impact of its efforts. The Ed Direction team will compile these data at the conclusion of each evaluation event (e.g., after each workshop or training), summarize collected data and conduct relevant analyses, and then debrief with the PD and Co-PD. These conversations will use the data collected to determine, for example, impact on teacher knowledge, attitudes, and skills (workshop questionnaires); general satisfaction with the training events (workshop questionnaires); overall program impact (website traffic); the program's ability to address the needs of heritage language learners (focus groups).

SECTION 5: Adequacy of Resources

5a. Facilities: The LRC will be housed in L2TReC at UU. L2TReC occupies a suite of 1,752 square feet of space on the main floor of the University's Language and Communication building (LNCO 1930). It comprises four offices, a conference/workshop room, a classroom, and a reception area. In addition to this core space, L2TReC occupies three additional adjacent offices and has access to two 25-seat computer labs next to the reception area. There are readily available conference rooms housed by the College of Humanities (COH) and fellow COH departments, centers and programs in LNCO and the adjacent Carol Tanner Irish Humanities Building that allow for overflow workshop locations.

Summer housing for workshop participants is available through the University's Summer Conference Housing facilities. The University also has a full service on-campus hotel (The University Guesthouse) that is available year-round for workshop participants.

5b. Equipment and Supplies: All L2TReC faculty and staff to be assigned to the LRC currently have dedicated office space and computers and the Center has a printer/copier/scanner that will be available for LRC work. All offices are equipped with the necessary computer equipment to conduct and manage the project. The conference/workshop room and classroom are both equipped with current technology. Two 25-seat PC-equipped computer labs are adjacent to L2TReC and are available for hands-on training sessions. A new Microsoft Surface Hub is currently being installed in one of the rooms adjacent to L2TReC, a tool that will facilitate and significantly enhance collaboration during workshops and webinars.

SECTION 6: Need and Potential Impact

6a. Need for Materials and Activities: Recent professional reports (e.g., AAAS, 2017; Abbott et al., 2013) emphasize that the US population lacks adequate foreign language skills and note the inability of the current educational system to meet desired national language capacity. Even though research has documented strong and sustained public support for language education (Rivers, Robinson, Harwood, & Brecht, 2013), the number of programs and students enrolled in world languages have been steadily declining in the past decade. For example, a comparison of results of national surveys that have been conducted every decade by the Center for Applied Linguistics (CAL) documents decreases in the number of elementary schools, both private and public, that offered a world language compared to the previous two decades (Pufahl & Rhodes, 2011). The drop was particularly significant in the case of public elementary schools, only 15% of which offered language instruction. Enrollments in post-secondary language programs have also been on the decline. The latest report by the Modern Language Association (MLA, 2018) indicates that enrollments in languages other than English in the US suffered a decline of 15.3% between 2009 and 2016. The decline is even more evident at the advanced levels of instruction.

Overall, only 7.5% of students enrolled in colleges and universities in the US are enrolled in a world language course.

Experts point to a number of possible reasons for these declines, among them the late start (if at all) for language study as well as the current lack of articulation of goals, curricula and methods within and between the elementary, secondary and post-secondary contexts. For example, of the 400 K-8 schools surveyed in the American Councils study, only 12 reported having some form of collaboration with other elementary, middle or high schools and only 5 with community colleges or universities (American Councils for International Education, 2017, p. 33). These data only confirm what Pufahl and Rhodes (2011) described earlier: “about 50% of elementary schools reported that there was no articulated sequence of instruction for their language students when they entered middle school” (p. 267). The result of this misalignment is a system in which students typically complete some language education in elementary, middle or high school, rarely reaching more than a basic level of proficiency. They then either stop language learning or, if they continue, they often “begin again” by enrolling in introductory college-level courses.

An additional problem that results from a lack of well-articulated extended sequences of language learning is the low levels of proficiency attained by students. It is unlikely for students to complete high school with proficiency beyond the Intermediate Mid level (Avant Assessment, 2017; Tharp, Rubio & Tharp, in print). Even students who complete a foreign language major in college often do not achieve an Advanced level of proficiency by the time they graduate. Research has shown that students who major in a world language often graduate shy of the Advanced level (Brecht, Davidson & Ginsberg, 1993; Swender, 2003; Tschirner, 2016). These findings are corroborated by the research conducted by L2TRC in collaboration with Michigan

State University and The University of Minnesota as part of the Language Flagship Proficiency Initiative (2014-2018)¹.

Experts also lament the general failure to capitalize on the foreign language capacity that exists in heritage language communities. For example, the AAAS report notes that “[B]y supporting the heritage and Native American languages already spoken in communities across the nation and helping these languages persist from one generation to the next, we would have the nucleus of a truly multilingual society” (p. 22). This is particularly important considering that heritage languages are almost the only world language currency that the country currently has at its disposal. The 2006 General Social Survey found that only 25% of American adults indicated that they knew a foreign language and, of those, only 7% reported having learned the language at school (Devlin, 2015).

There is much work to be done if we are to meet the nation’s need for greater foreign language capacity. The proposed LRC will address this situation by documenting and disseminating effective pedagogies, articulation practices and mechanisms to assess and validate heritage language proficiency, activities crucial to the goal of producing greater numbers of speakers with Advanced or Superior (ACTFL) level language proficiency.

UU is an ideal site for an LRC to address these needs. The unique characteristics of language programs in the state have made Utah a pioneer in DLI language education and a model for other states. L2TReC has significant experience working with the Utah DLI program as well as deep expertise in proficiency oriented pedagogy, curriculum development, and assessment. The proposed LRC will capitalize on this expertise to develop and disseminate products and experiential knowledge that can be implemented in other educational contexts. In the case of

¹ <https://l2trec.utah.edu/language-services/flagship.php>

DLI, we are cognizant of the fact that a statewide model with legislated articulation, as exists in Utah, is not universally realistic. Nevertheless, key aspects of the system are replicable, namely the articulation of goals and pedagogies within K-12 and between the K-12 and post-secondary levels. As detailed in sections 6a and 6b below, this proposal addresses issues that affect language programs and students across the country. The proposed LRC will provide crucial support to districts, schools, administrators, and teachers in DLI and traditional secondary programs within and outside the state of Utah.

In addition, expertise in assessment and our experience developing a pilot version of a Nepali proficiency assessment instrument in 2017 and 2018 position us to develop proficiency assessments for local LCTLs and to document this process so that it can be replicated for other heritage language communities nationally. The state of Utah (USBE) and the two largest school districts (SLCSD and GSD) have committed to partner with L2TReC to use these assessments as valid ways to demonstrate proficiency towards the Seal of Biliteracy. Increasing the number of languages for which a secondary student can earn the Seal of Biliteracy validates, makes visible and mobilizes the language capacity extant in the nation's heritage language communities. Furthermore, creating opportunities for these learners to put their language skills to work as Language Assistants once admitted to college can serve as a replicable way to increase recruitment in traditionally under-represented populations.

The impact of Utah DLI is already evident, and the proposed LRC seeks to extend and deepen this impact. Over the ten years since the Utah DLI program was established with the passing of Utah Senate Bill 41, many states have followed what is now widely known as the Utah Model² and sought state-level DLI programs supported by legislative funding (Delaware

² <https://www.newamerica.org/education-policy/edcentral/closer-look-dual-immersion-program-implementation/>

and Georgia in 2011, Wyoming in 2012, Arizona in 2014, Nevada in 2015, New Jersey, Rhode Island and California in 2018). This flurry of legislative activity speaks to growing national interest in immersion education, and while not all initiatives have been successful, overall there is clear momentum.

In addition to these state-level initiatives, Utah also serves as a national resource by hosting visits for educators from other states and has consulted with school districts in Idaho, Wyoming, Montana, Colorado, Arizona, Georgia, Rhode Island, Massachusetts, New York and New Jersey as they introduce DLI programs. The Annual Utah Dual Immersion Institute (AUDII) provides multi-day sessions for DLI administrators, target language educators and English partner educators. In 2017, AUDII was attended by administrators from Indiana, Colorado, Wyoming and Idaho and teachers from schools in Colorado, Idaho, Indiana, Kentucky, South Carolina, and Wyoming.

The Utah DLI program has continued to innovate as it has matured, and this experience will be particularly relevant to national conversations about how to extend DLI education into the secondary context. In 2016, Utah passed Senate Bill 152 to facilitate infrastructure and provide ongoing funding for the Bridge Program for Advanced Language Learning. The Bridge Program is designed to articulate secondary and post-secondary language study and functions as a partnership between all Utah public institutions of higher education and school districts with DLI programs. Bridge courses bear high school and upper division university credit; a student who completes three Bridge courses will graduate from high school with nine upper division college credits that count towards a major or minor in the language of study. By offering a language pathway for high school students who have passed the AP Language and Culture exam prior to 12th grade (often as early as in 9th grade), the Bridge Program ensures uninterrupted

language education and realizes an articulated vision for K-16 language study. In 2018-19, courses in Spanish, French and Chinese will be offered by four universities at 26 high schools across eleven districts, and by 2021-22 courses in all three languages and Portuguese will be offered by five universities at 52 high schools across fifteen districts.

Utah's Bridge Program provides a model for post-AP language and culture instruction in the high school which can be adapted to other educational contexts. Although designed to address the needs of the Utah statewide model, the reality is that students who have completed a DLI program through elementary/middle school and post-AP students throughout the country lack opportunities to continue language study in high school. Data collected by the Center for Applied Linguistics (2011) indicates that of a total of 448 schools with immersion programs at the time, only 41 were high schools. Many of these high school programs have students work towards AP, IB or an external certification such as DELE (Diploma de Español como Lengua Extranjera), none of which explicitly generate college credit. A recent study carried out by the Center for Advanced Second Language Studies at the University of Oregon (CASLS, 2016) concluded that "[T]here are few students in the U.S. who have reached high school through an immersion program, and no truly effective model of instruction is available" (p. 40).

The situation is not much better for non-immersion students after completing AP. Although the number of students in AP World Language courses has increased exponentially (see 6b below) there are not many options available to them after completing the course and passing the exam. Typically, colleges and universities grant lower-division language credit to students who get a score of 3 or better in the AP exam, which is scaled from 1 to 5. This, in effect, means that these students will be placed into courses that target a level of proficiency that is often lower than what they already possess.

As the unit that oversees the Bridge Program for the state of Utah, L2TReC has worked to develop and implement this secondary continuation program since its inception. The proposed LRC will be positioned to share effective practices and facilitate the adoption of similar models by other states or school systems.

The materials and activities that will result from the initiatives described in this proposal will improve the quality of language instruction in the US. Project goal 1 (*identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction*) focuses specifically on language instruction in K-9 DLI programs. The DLI model is expanding rapidly across the country and is increasingly seen as the best way to make schooling in two languages and the achievement of bilingualism, biliteracy and biculturalism the norm rather than an exception. However, without a clear understanding of how language proficiency develops, a concomitant set of reasonable expectations, strong curricular models, appropriate pedagogies, and a well-trained team of language professionals, successful implementation and sustainment of a DLI program is a challenging task. Utah has the advantage of a well-developed, relatively mature, and well-supported K-9 model that has already identified effective practices for DLI instruction in six languages. Through the activities proposed and materials developed under Project goal 1, the proposed LRC will disseminate highly effective teaching practices of a large, established and successful model to other schools, school districts and states whose programs are in the early stages of development or implementation.

The activities proposed under Project goal 2 (*identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum*) are equally crucial. As mentioned earlier, Utah is so far, the only DLI model that systematically extends language learning into and beyond high school (by offering courses that

bear upper division college credit) via a state-wide model. Despite general agreement that the success of language education hinges on the availability of extended sequences in well-articulated programs, no other system in the nation provides the model of collaboration and articulation between high schools and post-secondary institutions that the Utah Advanced Language Bridge Program facilitates. Although this program was created to specifically address the needs of the Utah statewide model, effective features (e.g., procedures, curricula, teaching models) will be shared, facilitating the development of post-AP college level courses in secondary settings for advanced language learners in other states or school systems.

Thus, under Project goal 2, we propose the development of research-based pedagogical materials using the FLLITE and PBBL models. These are both research validated/empirically tested models (Gibbes, 2014; Kelsen, 2018; Luks, 2013) that move instruction towards the integration of content and language, one of the trademarks of DLI. One impediment to the success of language programs is their inability to solve the language/content dichotomy. It is often the case that beginning level language courses focus almost exclusively on the development of linguistic skills to the detriment of cultural content. The opposite is the case at higher levels of instruction where often the assumption is that learners already have the language proficiency to deal with complex content and, therefore, don't need to pay additional attention to linguistic form. These false assumptions often cause frustration on the part of learners who may find lower level language courses intellectually unappealing and higher-level courses linguistically unapproachable.

Project goal 3 (*develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs*) addresses issues of equity and social justice by documenting the language proficiency of heritage language speaking high school students through the Seal of Biliteracy.

While the Seal presents an excellent opportunity for speakers of commonly taught languages in which coursework and standardized tests exist, there are no mechanisms in place to vet the proficiency of high school students in hundreds of languages that are widely spoken in schools across the country. As an example, more than 150 different languages are spoken at home by high school students in Granite and Salt Lake School Districts, in the Salt Lake valley. Only a handful of those can be tested to award a Seal of Biliteracy. The activities and materials described in project goal 3 will address this issue for high school students in three prominent minority groups in the Salt Lake valley. These activities and the resulting assessment tools will serve as a pilot that can be used as a replicable model across the country.

The reality of LCTL heritage languages such as the three included in this initiative is that, in addition to the lack of mechanisms to measure proficiency, there are almost no opportunities for learners to pursue formal instruction in them. As is typical in heritage communities, many second- or third-generation speakers have only limited proficiency in the languages and have no access to formal instruction to improve their skills. Contributing to this lack of opportunity is the difficulty of finding qualified instructors in these languages. For example, SLCC taught Samoan until 2010 and Tongan until 2013, but had to discontinue both languages due to loss of qualified instructors. Project 3 creates a process that results in three main outcomes. First, L2TReC will train native speakers of these languages in the fundamentals of language proficiency and assessment and guide them through the process of creating instruments to assess the proficiency of heritage speakers in Nepali, Samoan and Tongan. Second, through this process we will create a pool of potential instructors which will help SLCC to reinstate instruction in Tongan and Samoan and perhaps add Nepali. Additionally, project goal 3 proposes a model in which students who have received the Seal of Biliteracy in Nepali, Samoan or Tongan can put their language

skills to use by serving as Language Assistants in introductory courses if and when those languages are added to the curriculum at the community college. In addition to reinforcing the value of their heritage language, this program can serve to recruit speakers from these traditionally underrepresented minorities to higher education.

Finally, project goal 4 (*organize professional development opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning*) will provide the professional development activities designed to carry out the previous three goals and to disseminate what we have learned.

6b. Use Throughout the US: The materials developed as part of project goal 1 (*identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction*) will be used in elementary content-based language programs throughout the US, particularly in DLI programs. These materials will not only have the practical value of being immediately useable by teachers in their classroom, but will also serve as models for further materials development. The publication of narrative explanations that accompany the video samples will allow language program coordinators to assess the teaching practices of their own programs following a theory-based model and then develop teaching materials tailored to their local context. The rapid growth of immersion programs throughout the country guarantees a wide audience for these materials. Although some of the languages covered under this goal are widely taught, there are few K-12 programs in Russian, Portuguese and German. L2TReC will actively pursue connections with immersion programs that exist in these languages to make sure that the materials developed benefit practitioners in those areas. The USBE already has well-established partnerships with programs in these languages outside Utah (e.g., Russian in Anchorage, Alaska and Portland, Oregon; Portuguese in Massachusetts, Rhode Island, Florida

and California; German in Georgia). L2TReC is also partnering with the University of Georgia's Portuguese Flagship to disseminate the materials developed to secondary and postsecondary Portuguese programs throughout the country and also with the UGA Russian Flagship (if funded). Utah Russian DLI is partnering with the Russian Flagship at Portland State University on professional development workshops focusing on K-5 literacy curricula.

Project goal 2 (*identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum*) focuses on language instruction after AP. As has been mentioned throughout this proposal, this is an area in which there is a great need for curricular and pedagogical development. Attaining an ACTFL Advanced level of proficiency by the end of high school is critical to attaining Superior proficiency which, in turn, is key to U.S. language capacity (see Figure 2 below). L2TReC's experience leading the implementation of the Bridge Program in Utah is an invaluable asset in this case. The Bridge Program is designed to provide high school language learners the opportunity to pursue upper-level university courses while in high school. Although this is a critical path for students who are ready to engage in work that supports their progress to Advanced level proficiency after being part of a DLI program, the benefits reach a much larger audience. In addition to the remarkable growth of DLI programs indicated by the legislative initiatives mentioned previously, the number of secondary students nation-wide that complete AP courses and exams in World Languages continues to grow. In 2017, almost 200,000 students took the Spanish AP Language and Culture or Language and Literature exam; over 20,000 students took the French exams and more than 13,000 did Chinese. This is only a portion of the students who take AP courses (not all students who take the course take the exam); more than

14,000 schools offer AP programs in Spanish, French and Chinese³. Although AP is not available in Portuguese, the number of secondary schools that offer the language has also been growing steadily, according to data gathered by the Portuguese Language Flagship at the University of Georgia (<http://www.portflagship.org/survey-of-programs/>). The strategies and materials that result from project goal 2 will therefore have the potential to benefit several hundred thousand students across the country.

These materials will also be suitable for post-secondary programs. As mentioned earlier, college language programs are often characterized by a divide between language learning (lower-division courses) and content learning (upper division courses). The FLLITE- and PBLL models share a commitment to an integrated approach to language and content learning, a principle which is also foundational to DLI curriculum and pedagogy. The proposed LRC's development of FLLITE- and PBLL-based units and activities (as described in Section 7a below) is thus an essential part of a K-16 integrated language and content pedagogy. L2TReC will advertise the corresponding professional development events to college and university faculty as well as high school teachers, and we will incorporate FLLITE- and PBLL- training into existing teacher workshops delivered by L2TReC annually. Additionally, L2TReC is partnering with the Hawaii NFLRC to sponsor a TED talk-style event at the 2021 ACTFL Convention to promote the value of learning languages among secondary and post-secondary institutions.

Project goal 3 (*Develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs*) addresses equitable access to the Seal of Biliteracy, an issue that is not limited to the state of Utah. Communities of heritage and refugee speakers of minority languages exist throughout the country. Over the past two years, L2TReC has piloted the model proposed

³ <https://secure-media.collegeboard.org/digitalServices/pdf/research/2017/Program-Summary-Report-2017.pdf>

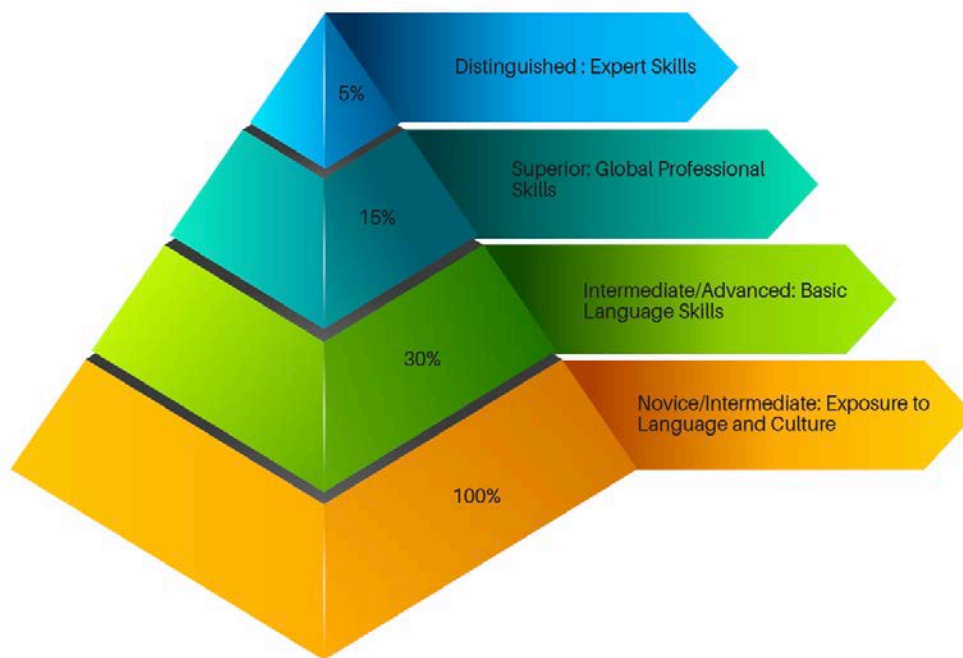
here with a small group of Samoan, Nepali and Bosnian speakers. If funded, this LRC will work collaboratively with the largest and most diverse school districts in Utah (SLCSD and GSD), whose diversity mirrors that of many school districts in metropolitan areas across the country. We will also partner with SLCC to develop sustainable training models that will allow us to develop and administer valid assessments to measure the language abilities of high school students in these communities. This partnership with school districts and a community college will promote a visible path to post-secondary education for many minority students in these heritage groups, a model that will will disseminate and that can be easily replicated elsewhere.

The Language Assistants program that is included under goal 3 has been in existence and highly successful in the Spanish program at UU for over a decade. We plan to implement a similar program with the full support of the SLCC administration in Samoan and Tongan (and, if possible, Nepali) at SLCC. This program can serve as a model for other post-secondary institutions to increase the perceived value of rarely taught heritage languages and to help recruit students from those communities.

6c. Strengthen, Expand, Improve: The activities included in this proposal will contribute significantly to strengthening, expanding or improving programs of foreign language study in the US. The final report of the *Languages for All?* initiative (Abbott et al, 2013) describes an ideal distribution of language skills (see Figure 2) in which a significant portion of the population (30%) would be able to achieve a level of linguistic and cultural proficiency that would allow them to satisfy basic professional needs (Advanced proficiency), and 20% would reach a full professional level of proficiency that would allow them to function as global professionals (Superior proficiency) or experts (Distinguished proficiency). The authors of the report add that “in order to achieve language competence at higher levels, we must broaden the base of this

pyramid by attracting many more learners into the system, ensuring that a sufficient number of learners will stay for the extended sequence of language learning required by these high levels of ability” (Abbot et al., 2013, p.6).

Figure 2. Ideal distribution of the population according to language skills (Adapted from Abbot et al., 2013)



The projects included in this proposal respond directly to this call for action from our profession and contribute to strengthening foreign language education in the following ways:

1. Promoting and disseminating effective instructional methods in K-12, specifically those that follow an approach that integrates language and content.
2. Focusing on language instruction of both commonly taught languages (French and Spanish) and others that are less frequently part of the elementary curriculum (Chinese, German, Portuguese and Russian).
3. Promoting and disseminating a K-16 model of articulation of language instruction that is unique in the country and has proven to be both feasible and effective.

4. Addressing the inequity inherent in the Seal of Biliteracy program by creating a model to develop and pilot proficiency assessments in languages spoken by heritage and refugee communities that have traditionally not had access to such resources. As a result of this process, L2TReC will build a pool of qualified instructors that will allow SLCC to bring back instruction in Samoan and Tongan. The ultimate goal is to make instruction in these languages sustainable in the long run. Through the Language Assistants initiative, this model will also create an opportunity for speakers of some of these languages to use their language skills as a stepping stone towards post-secondary education.

The dissemination of the approaches, materials and lessons learned through these initiatives will be a first step towards achieving the goal of universal access to language education and towards equipping a significant percentage of American citizens with the necessary level of bilingualism and biculturalism that will allow them to carry out higher-level academic or professional work in a second language.

SECTION 7: Likelihood of Achieving Results

L2TReC is ideally positioned to carry out the proposed activities and achieve the desired results as evidenced by its extensive experience with a number of related projects:

- 1) *Administration of the Bridge Program (2015- present).*
 - Oversight of the development of new upper division courses in Chinese, French and Spanish that yield high school and university credit;
 - Development and implementation of a sustainable model of co-instruction (university and high-school faculty team-teaching);
 - Design and delivery of faculty professional development;

- Communication with stakeholders: state system of higher education, universities, school districts, schools, faculty, parents and students;
 - Design and execution of program assessment;
 - Accountability for state funding allocated to the BP.
- 2) *Proficiency Initiative grant from The Language Flagship (2014-2018).*
- Administration of ACTFL proficiency assessments (Speaking, Reading and Listening) to hundreds of undergraduates studying Arabic, Chinese, Korean, Portuguese and Russian;
 - Collaboration with Salt Lake Community College (SLCC) to assess curriculum, transfer and placement policies;
 - Dissemination of results through publications, conference presentations, and professional development events.
- 3) *Flagship Teacher Training Workshop (Summer 2016).*
- Delivery of online pre-workshop modules followed by 5 days of face-to-face training focused on the knowledge and tools necessary to move students from Intermediate to Advanced level of proficiency;
 - Designed for Flagship and ROTC Project GO instructors of Arabic, Chinese, Russian and Turkish.
- 4) *L2TReC Summer K-12 Teacher Workshops (taught in the target language) (2012-2017).*
- Organization and logistical support;
 - Recruitment of and support for faculty instructors
- 5) *Summer Teacher Workshops designed around Bridge Program courses (2017-present)*
- Workshops taught in the target language by a team of university faculty from state universities participating in the Bridge Program;

- Open to secondary instructors who can earn college credit at the graduate level;
- Summer 2018: workshops in Chinese, French and Spanish based on the theme for each language's 2018-19 course

7a. Materials Preparation The tables included in the Performance Measure Form (Appendix D) provide a description of the materials that L2TReC will generate and disseminate.

For project goal 1, we will create and make available a library of videos that illustrate effective language teaching strategies and techniques. Nationwide dissemination of the materials created will be aided by collaboration with the Portuguese Flagship program and Russian Flagship program (if funded), both at University of Georgia. Our team will identify particularly effective programs and teachers based on AAPPL assessment data available to us. Those teachers will be videotaped. Video segments that exemplify effective and replicable techniques will be selected for inclusion in the video library⁴. The videos will be accompanied by narrative descriptions that explicate the highly effective practices.

Also under project goal 1 and using data from the MuSSeL corpus, L2TReC will develop a series of units and activities that focus on particularly challenging features of each of the languages covered (Chinese, French, German, Portuguese, Russian and Spanish). L2TReC researchers have access to the spoken component of the AAPPL test that students in the Utah DLI programs take in 3rd, 5th and 7th grade. Currently we have over 12,000 samples of learner speech with their corresponding official ratings; this number will grow exponentially over the coming years. A team lead by Dr. Schnur is already engaged in transcribing and tagging samples for the MuSSeL Corpus; she will run the analyses in each language to identify recurring areas of difficulty at different levels of proficiency. The audio samples and written transcriptions of

⁴ Videotaping of students is covered by a waiver signed by parents at the beginning of each academic year.

identified areas of difficulty will be used to develop units that allow teachers to bring attention to these challenging features while maintaining a focus on the content of a lesson.

This approach is in accordance with the tenets of counterbalanced instruction (Lyster, 2007), which has proven very effective in content-based language classrooms, particularly in immersion settings. According to the counterbalanced approach, directing students to balance their attention between language and content “facilitates the destabilization of interlanguage forms,” (Lyster, 2007, p. 4) and “promotes continued second language growth” (ibid, p. 126). The units developed to illustrate this counterbalanced approach will help teachers focus on especially challenging features of the language. By way of illustration, these units may utilize footage from or make reference to the aforementioned video samples in which instructors demonstrate relevant strategies and techniques.

The same focus on instructional practices that promote language learning through content and combine attention to form with attention to meaning is the objective of the materials developed as part of project goal 2, which specifically address the needs of learners past the AP course and exam. L2TReC administers ACTFL assessments to Bridge students at the end of the academic year. Based on the results of those tests, we will follow the same procedure described above to identify highly effective instructors. Sections of their lessons will be videotaped to compile a video repository of exemplary approaches, strategies and techniques. Also under project goal 2 and in collaboration with two other LRCs, L2TReC will create units of instruction that will be appropriate for courses in both secondary and post-secondary contexts. Working with colleagues from The University of Texas at Austin’s COERLL (Summer 1), we will train instructors to develop and make available a series of activities that follow the Foreign Languages

and the Literary in the Everyday (FLLITE) model⁵. In summer 3, we will run a second FLLITE workshop this time led by L2TreC personnel. FLLITE is an approach that brings together language, literary and cultural studies in an effort to bridge the divide between teaching language and teaching literature/culture, still prevalent in many language programs. A similar project will result from our collaboration with the Hawaii NFLRC. A number of current Bridge instructors and some L2TreC staff have participated in professional development opportunities offered through NFLRC to implement Project-Based Language Learning (PBL) in the Bridge program curriculum. We will partner with NFLRC to offer a combination of webinars and in-person summer workshops (Summer 2) to train additional instructors in the development of PBL materials. In summer 4 we will run a second PBL workshop led by L2TreC staff. FLLITE and PBL materials will be made available through L2TreC's website.

The aim of project goal 3 is to develop mechanisms to certify and validate high school students' proficiency in heritage languages. To that end, L2TreC will work in collaboration with UU's Title VI Center for Asian and Pacific Studies and ACTFL to develop standardized assessments that will allow native and heritage speakers of languages where ACTFL or other standardized tests are not currently available to add the Seal of Biliteracy to their high school diplomas. Our focus will be on local Nepalese, Samoan and Tongan communities. Samoan and Tongan are well-established heritage communities in Utah, while the former is much newer. Working collaboratively with UU's Title VI Center for Asian and Pacific Studies, L2TreC will train native speakers of the three languages in the fundamentals of language proficiency and proficiency testing, first through online modules and then through in-person workshops. We will

⁵ <http://fllite.org/project/approach/>

then lead these teams of native speakers in the development of valid and reliable assessments. The process will be documented and materials made available so that this initiative can be replicated for other heritage language communities across the country. PD Rubio is an ACTFL-certified proficiency tester and trainer who is well qualified to lead this initiative. Additionally, Dr. Anne Lair, Ms. Rubio and Ms. Chi will collaborate in the training of native speakers and will oversee the creation of the assessments. They are officially certified ACTFL testers in French, Spanish, and Chinese (Mandarin), respectively. UU's Title VI Center for Asian and Pacific Studies has hired Mr. Arnold Bleicher as a consultant in this project. Mr. Bleicher, who has collaborated with PD Rubio on a number of assessment projects, is a member of the ACTFL Professional Development Team with three decades of experience in proficiency-based language teaching and assessment. He led a similar project with indigenous tribes in Minnesota. Mr. Bleicher and PD Rubio will work closely to design the online modules and in-person trainings for the three languages and will also oversee the development of the assessment tools.

7b. Practicable Plans and Anticipated Results This proposal includes four main project goals with multiple activities planned for each and ambitious objectives. These projects are conceived to work harmoniously to achieve the ultimate goal of facilitating progression towards high levels of proficiency for a larger number of students in our country. Three elements are key to guarantee the success of the proposed initiatives:

1. Experience: As listed above, L2TReC has successfully managed a number of ambitious and relatively complex grant-funded initiatives in a fiscally responsible way. L2TReC also has extensive experience working in partnership with other units locally and nationally. For example, we have collaborated with the USBE on the assessment of Utah DLI students and on the Bridge Program, with COERLL on the FLLITE project, with the Flagship program at the University of

Georgia on the setting of proficiency targets, and with Granite School District in Utah on the assessment of heritage speakers of LCTLs.

2. Personnel: L2TReC's team is composed of renowned leaders in DLI education, proficiency assessment, teaching methodologies, second language acquisition research and professional development. Together, our staff is well qualified to bring these initiatives to fruition.

Additionally, L2TReC proposes partnerships and collaborations with a number of other Title VI centers in Utah and across the country, school districts, a Language Flagship program, a Community College and with ACTFL. A National Advisory Board made up of leaders in the field will guarantee a focused approach to timely completion of the goals set.

3. Plan of evaluation: L2TReC has contracted with an independent external evaluator, Ed Direction, that has reviewed our plans to carry out the activities described in this proposal and made suggestions to guarantee their feasibility. Ed Direction will provide monthly status and yearly reports on the completion of proposed activities and will provide the necessary feedback in case the strategies for meeting the intended outcomes need to be revised.

SECTION 8: Description of Final Form of Results

Collectively, the results of the proposed projects contribute to strengthening K-16 articulation and leveraging heritage speaker language capacity at a national level by identifying, developing and disseminating effective strategies, techniques and materials, new assessment tools and impactful professional development opportunities for language professionals. The evaluation plan outlined in section 4 and the Performance Measure Form included in Appendix D provide a comprehensive summary of the activities, performance indicators and metrics used to determine the success of our proposed goals.

Results of this project will be threefold:

1. Project goal 1 (*identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction*) and project goal 2 (*identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum*) will result in materials developed, curated and hosted for access by language educators at all levels. Specifically:
 - a. 40 annotated video samples of effective instructional strategies in K-9 DLI (each 5-10 minutes in length)
 - b. 40 annotated video samples of effective secondary/post-secondary instructional strategies (each 5-10 minutes in length)
 - c. 16 examples of FLLITE activities (<http://fllite.org/example-lessons/>)
 - d. 12 examples of PBL activities (<http://nflrc.hawaii.edu/pebbles/>)
 - e. 800 transcribed and tagged samples of student speech
 - f. 28 units and activities focusing on challenging linguistic features of Chinese, French, German, Portuguese, Russian and Spanish
2. Project goal 3 (*develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs*) will result in implementable proficiency assessment instruments for three LCTLs spoken in Utah heritage language communities (Nepali, Samoan and Tongan) to enable secondary students from these communities to receive the Seal of Biliteracy at high school graduation. The process for developing these instruments will be documented and made available so that it can be replicated for other heritage language communities across the country. Specifically:
 - a. Speaking & listening assessment tools for Nepali, Samoan and Tongan
 - b. Writing assessment tools Nepali, Samoan and Tongan

- c. Documentation for replication will include online training modules and sample assessment tools
- 3. Project goal 4 (*organize professional development opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning*) will result in training of 400-500 teachers who will then go on to impact thousands of students in their classrooms across the US. This initiative will also provide 142 items freely available for countless other educators and administrators. Specifically:
 - a. 40 videoclips with narrative explication for K-9 DLI
 - b. 40 videoclips with narrative explication for post AP learners
 - c. 28 K-9 units focused on challenging linguistic features
 - d. 16 FLLITE-based lessons
 - e. 12 PBLL-based lessons
 - f. 4 online proficiency modules for potential testers of Nepali, Samoan and Tongan
 - g. 2 tutorials on corpus-based pedagogical approaches

SECTION 9: Competitive Preference Priority 1 Activities that focus on LCTLs

Each of the goals described in detail earlier in this proposal targets LCTLs:

- Goal 1 focuses on three LCTLs: Chinese, Portuguese and Russian
- Goal 2 Chinese and Portuguese
- Goal 3 is specifically designed around the needs of languages that are very rarely taught such as Nepali, Samoan and Tongan
- Goal 4 provides professional development opportunities for language educators in the languages included in goals 1-3

SECTION 10: Competitive Preference Priority 2-Collaboration with Community Colleges

For years, L2TReC has partnered with SLCC on the Language Flagship Proficiency project. We have developed a strong working partnership and enjoy their full support with this LRC proposal. Two of our project goals (3 and 4) will be carried out in partnership with SLCC. L2TReC is partnering with SLCC to identify potential language instructors for Samoan and Tongan and, through its office of Diversity and Multicultural Affairs, to identify and reach out to high school heritage speakers of these languages. One of SLCC core themes is: Access to Students Underrepresented in Higher Education. L2TReC's proposed Goal 3 will help the college move toward this goal by facilitating opportunities to validate and enhance the linguistic proficiency of these speakers. We will also partner with SLCC for project goal 4, when we provide professional development opportunities for language educators.

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APPENDIX A: CVs

Project Directors

Fernando Rubio, Project Director

Jane Hacking, Co-Project Director

Key Personnel

Lissie Ah-Yen

Shin Chi Fame Kao

Anne Lair

Jill Landes-Lee

Lucia Rubio

Hsingshu “Elvis” Y. Ryan

Erin Schnur

Catherine Scott

Johanna Watzinger-Tharp

Advisory Board Members

Karl Bowman

Richard D. Brecht

Dan E. Davidson

Rosemary G. Feal

Myriam Met

Robert Moser

Gregg Roberts

Howard A. Stephenson

Ofelia G. Wade

Fernando Rubio

Second Language Teaching and Research Center
Department of World Languages and Cultures
University of Utah
Office: (801) 581-4610 Email: Fernando.rubio@utah.edu

EDUCATION

2000 Ph.D. Hispanic Linguistics: Theoretical and Applied, SUNY at Buffalo.
1998 M. A. Hispanic Literature and Linguistics, SUNY at Buffalo
1996 M. S. Secondary Education/English, SUNY College at Fredonia
1990 Diplôme de Langue, Alliance Française, Oviedo, Spain
1989 M.A. English, Universidad de Oviedo, Spain

ACTFL OPI Tester and Trainer
ACTFL AAPPL Rater and Trainer

EMPLOYMENT

2018- Professor of Spanish, Department of World Languages and Cultures, University of Utah
2007-2018 Associate Professor of Spanish, Department of World Languages and Cultures; Adjunct Associate Professor of Linguistics, Department of Linguistics, University of Utah
2002-2006 Assistant Professor of Spanish and Language Program Director, University of Utah
2000-2002 Assistant Professor of Spanish Linguistics and Language Program Coordinator, Southern Oregon University.
1999-2000 Assistant Professor of Spanish, Canisius College of Buffalo

ADMINISTRATIVE EXPERIENCE

- Director, Second Language Teaching and Research Center, University of Utah (2018-2019)
- Director, UOnline Curriculum Innovation and Enhancement, University of Utah (2016-)
- Co-Director, Second Language Teaching and Research Center, University of Utah (2012-2017)
- Co-Chair, Department of Languages and Literatures, University of Utah (2007-2012)

MAJOR GRANTS, HONORS & AWARDS

- 2016 Co-PI in IIE Language Training Center Grant. Three-year grant (\$1,000,000)
- 2016 PI in Language Flagship Teacher Workshop grant. (\$100,000)
- 2015 Finalist. ACTFL Teacher of the Year
- 2015 South West Conference on Language Teaching. Teacher of the Year Award.
- 2014 Utah Foreign Language Association Teacher of the Year Award.
- 2014 PI in Language Flagship Proficiency Initiative. Three-year grant (\$1,000,000).
- 2014 Co-PI in The University of Utah-Utah State Office of Education Partnership Study on the Effects of Language Proficiency on Academic Achievement of Dual Language Immersion Students (\$2,5 million). Funding not awarded.
- 2013 Co-PI in IIE Language Training Center Grant. Three-year grant (\$1,000,000)
- 2013 Featured in *The Language Educator* “spotlight on...” (Summer issue).
- 2012 Course development grant to develop hybrid 1st-year course in German. University of Utah's Technology Assisted Curriculum Center (\$5,000)
- 2012 ACTFL Award for Excellence in Foreign Language Instruction Using Technology
- 2009 Co-PI in Cross-language Priming to Facilitate Second Language Speech Interdisciplinary Research Grant from the University of Utah. (\$12,000.00)
- 2009 Utah System of Higher Education (USHE) Exemplary Faculty Use of Technology Award.
- 2002 Research Grant from the American Council on the Teaching of Foreign Languages (\$5,000).
- 1999 Excellence in Teaching Award from SUNY at Buffalo.

PUBLICATIONS

Edited volume:

Rubio, F. & Thoms, J. (eds) (2012). *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*. Boston: Cengage/Heinle.

Textbooks:

Rubio, F. & Rubio, L. (2009). *Tercer milenio: Composición y gramática*. Dubuque, IA: GRT-Kendall Hunt.

Rubio, F. & Cannon, T. (2017). *Juntos: Beginning Spanish*. Boston: Cengage/Heinle.

Monograph:

Mizza, D. & **Rubio, F.** (under contract). *Blended language learning: Designing effective courses in higher education*. Cambridge, UK: Cambridge UP.

Articles and book chapters (refereed):

- Watzinger-Tharp, J., **Rubio, F.** & Tharp, D. (in print). The linguistic performance of dual language immersion students. *Foreign Language Annals*.
- Rubio, F.** & Mizza, D. (in print). High-Leverage practices for blended language learning: Towards a successful implementation in the blended language learning path. In Palalas, A. (ed.), *Blended Language Learning: International Perspectives on Innovative Practice*. China Central Radio & TV University Press.
- Tschirner, E., Hacking, J. & **Rubio, F.** (in print). Reading proficiency and vocabulary size: An empirical investigation. In Ecke, P. & Rott, S. (eds.) *Understanding vocabulary learning and teaching: Implications for language program development*. Boston: Cengage/Heinle.
- Hacking, J., **Rubio, F.** & Tschirner, E. (in print). Vocabulary size, reading proficiency and curricular design: The case of college Chinese, German, Russian and Spanish. In Gass, S. & Winke, P. (eds.), *The power of performance-based assessment: Languages as a model for the liberal arts enterprise*. Boston: Springer.
- Rubio, F.**, Hacking, J. Proficiency vs. performance: what do the tests show? (in print). In Gass, S. & Winke, P. (eds.), *The power of performance-based assessment: Languages as a model for the liberal arts enterprise*. Boston: Springer.
- Rubio, F.** (2018). Language Education in Elementary Schools: Meeting the Needs of the Nation. *Foreign Language Annals*, 50th anniversary special issue 51(1), 90-103. DOI: 10.1111/flan.12313
- Rubio, F.**, Thomas, J. & Li, Q. (2017). The role of teaching presence and student participation in Spanish blended courses. In Thomas, M. & Gelan, A. (eds.), *Analytics in Online Language Learning and Teaching*. Journal of Computer Assisted Language Learning. <http://dx.doi.org/10.1080/09588221.2017.1372481>
- Hacking, J. & **Rubio, F.** (2016a). A proficiency based articulation project between post-secondary institutions. In Urlaub, P. & Watzinger-Tharp, J. (eds.), *The interconnected language curriculum: Critical transitions and interfaces in articulated K-16 contexts*. Boston: Cengage/Heinle.
- Rubio, F.**, Fuchs, C. & Dixon, E. (2016b). Language MOOCs: Better by design. In E. Martín-Monje (ed.), *Technology-enhanced language learning for specialized domains: Practical applications and mobility*. London, UK: Routledge
- Rubio, F.** (2015a). Assessment of oral proficiency in online language courses: Beyond reinventing the wheel. *Modern Language Journal*, 99(2), 405-408. doi: 10.1111/modl.12234_4
- Rubio, F.** (2015b). The role of interaction in MOOCs and traditional technology-enhanced language courses. In E. Dixon & M. Thomas (Eds.), *Researching language learner interactions online: From social media to MOOCs* (pp. 63–88). San Marcos, TX: CALICO.
- Rubio, F.** (2014a). Teaching pronunciation and comprehensibility in a language MOOC. In Monje, E. & Barcenas, E. (eds.) *Language MOOCs: providing learning, transcending boundaries* (pp. 143-160). Berlin: De Gruyter Open.
- Rubio, F.** (2014b). Boundless education: The case of a Spanish MOOC. *FLTMAG*. <http://fltmag.com/the-case-of-a-spanish-mooc/>
- Dulfano, I. & **Rubio, F.** (2014c). Reset or forge ahead? Is there a future and value in the study of Spanish? *Journal of Multilingual and Multicultural Development*, 35(2), 139-150. <http://dx.doi.org/10.1080/01434632.2013.852560>
- Rubio, F.** (2012a). The effects of blended learning on second language fluency and proficiency. In Rubio, F. & Thoms, J. (eds.) *Hybrid language teaching and*

- learning: Exploring theoretical, pedagogical and curricular issues* (pp. 137-159). Boston: Cengage/Heinle.
- Rubio, F. & Thoms, J.** (2012b). Hybrid language teaching and learning: Looking forward. In Rubio, F. & Thoms, J. (eds.) *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 1-9). Boston: Cengage/Heinle.
- Rubio, F.** (2009). Mal de muchos: la influencia del inglés en el español médico. *Boletín de Pediatría*, 49, 217-219.
- Rubio, F.** (2006). El uso de estrategias comunicativas entre hablantes avanzados de español. In Álvarez, A. et al. (eds.) *La competencia pragmática y la enseñanza del español como lengua extranjera* (pp. 547-556). Oviedo, Spain: Universidad de Oviedo.
- Rubio, F.** (2005). Metáfora y pragmática en el Quijote. *Espéculo Revista de Estudios Literarios* 30, 2005. Available at <http://www.ucm.es/info/especulo/numero30/metaquij.html>
- Rubio, F., Passey, A. & Campbell, S.** (2004). Grammar in disguise. *Revista Electrónica de Lingüística Aplicada*, 3, 158-176. Available at http://dialnet.unirioja.es/servlet/fichero_articulo?articulo=1396249&orden=34882
- Rubio, F.** (2003). Structure and complexity of oral narratives in advanced level Spanish: a comparison of three learning backgrounds. *Foreign Language Annals (Special Issue)* 36(4), 537-45.
- Rubio, F.** (2003). Online feedback in foreign language writing. In Cooke-Plagwitz, J. & Lomika, L. (eds.) *Best practices for using technology to teach and to learn in the foreign language classroom* (pp. 9-18). Boston: Heinle & Heinle.
- Rubio, F.** (2001). Psychological verbs in Spanish: Two teaching approaches. *Academic Exchange Quarterly*, (136-141).
- Rubio, F.** (2001). Causative-accusative Verbs in TCL.” Chapter in Scarlett, E. & Wescott, H. (eds.) *Convergencias Hispánicas: Selected Proceedings and Other Essays on Spanish and Latin American Literature, Film, and Linguistics* (pp. 287-97). Newark, DE: Cuesta.

In progress

- Tschirner, E., Gass, S., Hacking, J., **Rubio, F.**, Sonesson, D., Winke, P. The role of listening in the growth of speaking ability. In Gass, S. & Winke, P. (eds.), *The power of performance-based assessment: Languages as a model for the liberal arts enterprise*. Boston: Springer.
- Rubio, F., Richardson, S. & Baker, M.** Relationship between instructor engagement and student engagement in a large-enrollment asynchronous online course.

Book reviews:

- Rubio, F.** (2002). Second and Foreign Language Learning through Classroom Interaction. *Language* 78(3), 607-8.
- Rubio, F.** (2002). Linguistics for L2 Teachers. *Language*, 78(2), 366-7.
- Rubio, F.** (2008). Problems in SLA. *Modern Language Journal*, 92(3), 479-480.

Instructional materials:

- Designer of *Weblinks*, a web-based component for four 1st-year Spanish textbooks published by Vista Higher Learning: *Aventuras*, *Panorama 2nd ed.*, *Viva*, and *Vistas*. Available at
<http://www.vistasonline.com/aventuras/instructors/WebLinks/index.php>
<http://www.vhlcentral.com/panorama2e/instructors/WebLinks/index.php>
<http://www.vhlcentral.com/viva/instructors/WebLinks/index.php>
<http://www.vhlcentral.com/vistas2e/instructors/WebLinks/index.php>

Other publications:

Rubio, F., Landes-Lee, J. & Hacking, J. (2017, June 13). Behind one successful high school-higher education partnership. Education Week Guest Blog.
http://blogs.edweek.org/edweek/global_learning/2017/06/_successful_high_schoolhigher_education_partnerships_the_utah_world_language_example.html

Rubio, F. (2013, February 12). Why I love and hate my Spanish MOOC. OpenUp Blog. Center for Open Educational Resources and Language Learning.
<http://blog.coerll.utexas.edu/why-i-love-and-hate-my-spanish-mooc/>

RECENT CONFERENCE PRESENTATIONS (2011-2018)

- 2018 An articulated advanced language pathway from early college high school to post-secondary (with Jill Landes-Lee and Katie Marin). American Association of Teachers of Spanish and Portuguese. Salamanca, Spain. 6/26/2018
- 2018 Following the trend: From language major to interdisciplinary area studies (with Isabel Dulfano). American Association of Teachers of Spanish and Portuguese. Salamanca, Spain. 6/25/2018
- 2018 Foreign Language Outcomes (with Paula Winke, Kate Paesani, Jane Hacking, Emily Heidrich and Dan Soneson) ADFL Summer Seminar. Michigan State University. 6/2/2018
- 2018 Outcomes and Observed Trends from the Flagship Proficiency Initiative (with Susan Gass, Paula Winke, Jane Hacking and Dan Soneson). Flagship Annual Meeting. Philadelphia, PA. 5/22/2018
- 2018 Promoting vertical articulation through proficiency targets and AP tasks (with Johanna Watzinger-Tharp). South West Conference on Language Teaching. Santa Fe, NM. 2/24/2018
- 2018 Large-Scale Language Proficiency Assessment: Pedagogical and Curricular Implications (with Susan Gass, Paula Winke, Kate Paesani and Dan Soneson). Hawaii International Conference on Arts and Humanities. 1/9/2018.
- 2017 Relating Vocabulary Size to ACTFL Reading Proficiency Levels (with Erwin Tschirner & Jane Hacking). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 Getting it Right: Addressing Accuracy in the Immersion Classroom (with Chantal Esquivias & Lucía Rubio). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 High-Leverage Practices in Blended Language Teaching (Sponsored by Cengage Learning). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 Dual Language Immersion Proficiency Results (with Johanna Watzinger-Tharp). ACTFL Annual Convention. Nashville, TN. 11/18/17

- 2017 Mission Impossible? Converting Proficiency Levels into "Can Do Statements" (with Ray Clifford, Pardee Lowe & Troy Cox). ACTFL Annual Convention. Nashville, TN. 11/17/17
- 2017 Language and student success: Identifying ways to explain outcomes in the IHE context (with Margaret Malone, Silvia Peart & Cori Crane). Consortium on Useful Assessment in Language and Humanities Education (CUALHE). Emory University, GA. 10/29/17
- 2017 Foreign Language Outcomes. ADE-ADFL Summer Seminar Midwest. University of Minnesota (with J. Hacking, D. Soneson, S. Gass & P. Winke). 6/3/2017
- 2017 Implementing core practices in the AP classroom. Southern Conference on Language Teaching. Orlando, FL. 3/17/2017
- 2017 The State of Language Proficiency in United States Postsecondary Education (with J. Hacking, D. Soneson, S. Gass & P. Winke). MLA Convention. Philadelphia, PA. 1/7/2017
- 2016 Large-scale implementation of ACTFL computerized proficiency testing (with E. Tschirner and J. Hacking). ACTFL Annual Convention. Boston, MA. 11/19/2016
- 2016 Counterbalanced instruction in Dual Language Immersion classrooms (with L. Rubio). ACTFL Annual Convention. Boston, MA. 11/18/2016
- 2016 Vocabulary size, reading proficiency and curricular design (with E. Tschirner and J. Hacking). ACTFL Annual Convention. Boston, MA. 11/18/2016
- 2016 Success through collaboration: Utah's k-16 Language Education Alliance (with J. Hacking, G. Roberts and J. Watzinger-Tharp). National Humanities Conference. Salt Lake City, UT. 11/5/16
- 2016 Correlations between speaking, listening, and reading proficiency scores (with E. Tschirner, S. Gass, P. Winke, D. Soneson and J. Hacking). East Coast Organization of Language Testers. Georgetown University. 10/28/2016
- 2016 The Development of Linguistic Complexity in DLI Learners of Chinese, French and Spanish (with Jane Hacking). Sixth International Conference on Immersion and Dual Language Education Minneapolis, MN. 10/22/2016
- 2016 Core practices in the AP classroom. Texas Foreign Language Association. Austin, TX. 10/14/2016.
- 2016 Course design and interaction: the case of blended language courses. North East Modern Language Association. Hartford, Conn. 3/19/2016
- 2016 Providing the tools for success: the role of teachers and students as assessors in the AP course. South West Conference on Language Teaching. Honolulu, HI. 3/7/2016
- 2016 What is the Reality of Proficiency-Based Articulation at the Post-Secondary Level? A Case Study: University of Utah – Salt Lake Community College (with Jane Hacking). Georgetown University Language Roundtable. 3/13/2016
- 2016 How communicative is your teaching? A look at what goes on in the language classroom. Utah Foreign Language Association. Utah Valley University. 2/18/2016
- 2016 Promoting Collaborative Learning through Technology. MLA Convention. Austin, TX. 1/09/2016
- 2015 Preparing your AP Students for Advanced-level Writing. ACTFL Annual Convention. San Diego, CA. 11/21/2015
- 2015 Listening in the College Curriculum: A case study (with Jane Hacking). ACTFL Annual Convention. San Diego, CA. 11/21/2015

- 2015 The Link between Interaction and Proficiency in Dual Language Immersion (with Lucia Rubio). ACTFL Annual Convention. San Diego, CA. 11/21/2015
- 2015 Outcomes in Higher-Education World Language Programs: Results and Implications. Consortium on Useful Assessment in Language and Humanities Education. Georgetown University. 10/10/15
- 2014 Second Language Acquisition and Pedagogy in Dual Language Immersion. ACTFL conference. San Antonio, TX. 11/21/2014
- 2014 Career builder: Preparing for the market (with Rifkin, B.). ACTFL Annual Convention. San Antonio, TX. 11/21/2014
- 2014 Career builder: Going on the market (with Rifkin, B.). ACTFL conference. San Antonio, TX. 11/22/2014
- 2014 Overview of Performance Assessment Results in the Utah Dual Language Immersion Program. Fifth International Conference on Language Immersion Education. Salt Lake City, UT. 10/17/2014
- 2014 AP Spanish 2014: From Thematic design to Authentic Assessment. Southwest Conference on Language Teaching. Snowbird, UT. 4/26/14
- 2014 Online Innovations: From Distance Learning to MOOC Madness (Panelist). 2014 MLA Convention. Chicago, IL, January 2014
- 2014 The Gender Factor in Technology-Enhanced Language Courses. 2014 MLA Convention. Chicago, IL, January 2014
- 2013 Boundless Education: The Case of a Language MOOC. 2013 ACTFL Annual Convention. Orlando, FL, November 2014.
- 2013 Preparing for the Launch of the 2014 AP Spanish Language & Culture Course and Exam. SWCOLT conference. Las Vegas, NV, 04/04/2013.
- 2012 Integrated Performance Assessments for the Intermediate Level: The hows and whys. Utah Foreign Language Association. Ogden, Utah.
- 2012 ACTFL and the CEFR: False friends? Kentucky Foreign Language Conference. Lexington, KY.
- 2012 Learning Spanish: The Practical Value of an Intellectual Pursuit. Rocky Mountain Council on Latin American Studies Annual Conference. Park City, UT.
- 2011 Restart or Plow Ahead. The role of Spanish in Higher education. The Humanities Conference. Granada, Spain.
- 2011 The Place of Spanish in the 'New Normal'. MLA Convention. Los Angeles, CA.

RECENT INVITED LECTURES, KEYNOTES AND WORKSHOPS (2011-2017)

- 2018 Learning for special purposes. National Conference on Less Commonly Taught Languages. Washington, DC. 4/21/2018
- 2017 A task-based approach to developing proficiency across levels (with Johanna Watzinger-Tharp). Salt Lake Community College, Salt Lake City, UT. 11/30/17
- 2017 The Role of Grammar in The Communicative Classroom. University of Wisconsin, Milwaukee. 11/11/17
- 2017 The Role of Grammar in The Communicative Classroom. The Claremont Colleges. Claremont, CA. 8/24/2017
- 2017 Assessment in Online and Face-to-Face Courses. Webinar for the National Foreign Language Resource Center at the University of Hawaii, Manoa. 9/27/17
- 2017 Building an Articulated K-16 Pathway for Advanced Language Study- The Utah Bridge Program grades 10-12 (ACTFL webinar) with Jill Landes-Lee and Jane

- Hacking. <https://www.dropbox.com/s/14k28o2twp75jvs/2017-06-07%202017.01%20Building%20an%20Articulated%20K-16%20Pathway%20for%20Post-AP%20Language%20Study.mp4?dl=0>
- 2017 Flagship Proficiency Initiative at the University of Utah: Two correlational studies. Project GO Annual Meeting. Charleston, SC. 4/25/2017
 - 2017 High-Leverage Practices in Blended Language Teaching. Cengage. Orlando, FL. 3/30/2017
 - 2017 Teaching World Languages: A proficiency-based approach. Blaine County School District. Hailey, ID. 3/6/2017.
 - 2016 Designing effective blended language courses. Northeastern University. Boston, MA. 11/14/2016
 - 2016 Teacher and student interaction in blended language courses. Dartmouth College, Hanover, NH. 11/7/2016
 - 2016 The road to proficiency. Workshop. Texas Foreign Language Association. Austin, TX. 10/14/2016.
 - 2016 Performance and proficiency: understanding the link. Plenary. Texas Association of Language Supervisors. Austin, TX. 10/13/2016
 - 2016 High leverage practices in blended language courses: Interaction & Formative Feedback. Workshop. Wellesley College. Wellesley, MA. 9/19/2016
 - 2016 Teacher and student interaction in blended language courses. Lecture. Wellesley College. Wellesley, MA. 9/19/2016
 - 2016 El desarrollo de la comunicación interpersonal oral. Association of Teachers of Spanish and Portuguese. Tempe, AZ. 2/27/2016
 - 2015 Technology for language teacher educators. Workshop. Ninth International Conference on Language Teacher Education, University of Minnesota. 5/14/15
 - 2015 The role of assessment in student and teacher development. Plenary. Ninth International Conference on Language Teacher Education, University of Minnesota. 5/15/15
 - 2015 Technology in support of the interpersonal mode. Workshop. Boston University Geddes Language Center. 4/17/15
 - 2015 Bigger, better, faster, more: Technology in support of language learning. Keynote. Boston University Geddes Language Center. 4/16/15
 - 2015 Developing, practicing and assessing interpersonal communication. Workshop. University of Wisconsin, Milwaukee. 3/6/2015
 - 2015 Hybrid formats for teaching foreign languages. Invited talk. Instituto Cervantes, Harvard University. 2/7/2015.
 - 2015 Documenting student growth mode by mode. Workshop for the Foreign Language Educators of New Jersey (FLENJ). South Brunswick, NJ. 1/23/2015
 - 2015 Ed Talk: Technology in beginning level language. Invited talk. Cengage Annual Meeting. San Francisco, CA. 1/6/2015
 - 2014 Building towards proficiency: What we need to make it happen. Keynote. Annual NCSSFL (National Council of State Supervisors for Languages) and NADSFL

- (National Association of District Supervisors of Foreign Languages) conference. San Antonio, TX. 11/18/2014
- 2014 Developing language performance in the classroom: Intermediate to Advanced. Workshop. ACTFL Conference. San Antonio, TX. 11/20/2014
- 2014 Learning languages beyond physical walls: being a cyborg is not a bad thing. Keynote. University of Chicago Language Symposium. Chicago, IL 4/25/14
- 2014 Overview of blended L2 learning. Invited talk. Weber State University, UT. 4/18/14
- 2014 Teaching, learning and assessing in a blended format. Invited talk. Long Beach, CA. 4/6/14
- 2014 Teaching, learning and assessing in a blended format (part II). Workshop. Long Beach, CA. 4/6/14
- 2014 Blended learning: Why and how. Invited talk. Austin, TX, 2/28/2014
- 2014 Moving towards blended learning. Workshop. Austin, TX, 2/28/2014
- 2014 Crossing major borders: Improving students' language performance. Workshop. Ithaca, NY. 1/31/2014
- 2014 ACTFL Webinar. Guiding language performance through Advanced into Superior.
https://live.blueskybroadcast.com/bsb/client/CL_DEFAULT.asp?Client=562094&PCAT=4797&CAT=7560
- 2013 ACTFL Webinar (with A. Bleicher and S. Dhonau) Developing Learners' Performance – Aiming Toward Proficiency
- 2013 Language learning in a hyperconnected world, Keynote. University of Pennsylvania. 12/14/2013
https://plc.sas.upenn.edu/system/files/symposium2013_program.pdf
- 2013 Blended language learning. Invited talk, University of Kansas. 11/08/2013.
- 2013 Going beyond the *flipped classroom* in world languages. Keynote speech at the AATSP-Southern California conference. UCLA. 10/26/2013
- 2013 Using hybrid instruction to enhance learning in large enrollment courses. Keynote. Weber State University Innovative Teaching Conference. 10/19/2013.
- 2013 Application of the blended model to an introductory language course. Invited talk. Weber State University Innovative Teaching Conference. 10/19/2013.
- 2013 Best practices in online and blended teaching and learning. Invited talk. University at Buffalo. 10/04/2013.
http://events.signup4.com/TU_WL10042013Buffalo
- 2013 MOOCs and hybrid language courses: Does it hurt to be on the cutting edge? Advantages and challenges. Invited talk. Northwestern University. 09/19/2013.
- 2013 Adding technology to the mix: how to blend your language course. Workshop. Northwestern University. 09/19/2013
- 2013 Keynote speaker at *Learning World Languages with Your Head in the Cloud: Best Practices for Teaching Online or Blended Courses*, symposium organized by the Indiana Commission for Higher Education. Indianapolis, IN
- 2013 Blended learning and L2 proficiency. Invited talk. Michigan State University.
- 2013 Preparing for the launch of the 2014 AP Spanish language & culture course and exam. Workshop. Southwest Conference on Language Teaching. Henderson, NV.
- 2013 Blended learning 101: From face-to-face to online. Invited talk. Michigan State University

- 2013 The best of both worlds: Blended learning in the language classroom. Invited talk. University of Kentucky, Lexington, KY.
- 2013 Harnessing the power of technology in the language classroom. Invited talk. SUNY Fredonia.
- 2012 Assessment tools in the K-12 immersion classroom. XIII Seminario de Administradores de Programas Educativos de Cooperación Internacional y VIII Seminario de Directores de *International Spanish Academies*. Park City, UT.
- 2012 What does it mean to "speak" a language (and how can you prove it)? Utah State University.
- 2012 The power of openness: improving foreign language learning through open education. Center for Open Educational Resources and Language Learning. University of Texas, Austin.
- 2012 SLA and CALL. Invited talk. Heinle-Cengage World Languages Symposium. Salt Lake Community College.
- 2012 ACTFL, MCER and curriculum design. Workshop organized by the Spanish Embassy Resource Center. Layton Preparatory School. Layton, Utah.
- 2011 Designing and implementing a blended language course. Invited talk. Brigham Young University-Idaho. Rexburg, ID.
- 2011 Blended learning in the language classroom. Fredonia State University. Fredonia, NY.
- 2011 Blended learning in the language classroom. Geneseo State University. Geneseo, NY.
- 2011 Blended learning in the language classroom. Canisius College. Buffalo, NY.
- 2011 Global studies and departmental structures. ADFL Summer Seminar. Salt Lake City.
- 2011 Models of hybrid distance teaching and learning. ADFL Summer Seminar. Salt Lake City.
- 2011 Hybrid instruction in college foreign language courses. SUNY Binghamton.
- 2011 Virtual classroom (Skype presentation). Harvard University.
- 2011 Blended teaching: What's in the blender? Heinle World Language Experience. Philadelphia.
- 2011 Blended teaching: What's in the blender? Heinle World Language Experience. Salt Lake Community College.
- 2011 Blended teaching: What's in the blender? Heinle World Language Experience. Los Angeles.

PROFESSIONAL ACTIVITIES/SERVICE

Flagship Portuguese Acquisition Linkages Project (University of Georgia)

- Advisory board member (2015-2017)

Center for Open Educational Resources in Language Learning (University of Texas, Austin)

- Advisory board member (2015-)

Modern Language Association

- Member, Executive Committee of the Forum on Applied Linguistics (2017-2022)
- Chair, Executive Committee of the Division on the Teaching of Language (2013-2014).

- Secretary, Executive Committee of the Division on the Teaching of Language (2012-2013).
- Member, Executive Committee of the Division on the Teaching of Language (2010-2012).
- Delegate Assembly Member (2011- 2013).

American Council on the Teaching of Foreign Languages

- Chair, ACTFL Research and Assessment Committee (2016-)
- Member, Board of Directors (2015-2019)
- OPI trainer (2015-present)
- OPI tester (2000-present)
- AAPPL rater and trainer (2013-)
- ACTFL Professional Development Team (2013-)
- Member, ACTFL Research and Assessment Committee (2014-2016)

College Board

- Co-Chair, AP Spanish Language and Culture Development Committee (2014-2018)
- Member, AP Spanish Language and Culture Development Committee 2012-14
- AP Spanish Language Standard Setting Pilot panel. Pennsylvania, February 2012.

The International Research Foundation (TIRF)

- Reviewer for the Doctoral Dissertation Grant competition (2014-)

American Association of University Supervisors and Coordinators

- Editorial Board Member (2010-)
- Executive Board Member (2010-2013)
- Spanish Section Head (2008-2011)

Utah Foreign Language Association

- Board Member (2004-2009)

Editorial Board member

- Journal of Language Teaching and Research (JLTR, ISSN 1798-4769)
- Revista Española de Lingüística Aplicada (RESLA ISSN 0213-2028)

Program Reviewer

- Internal review committee member. Department of Education, Culture and Society. University of Utah (2018)
- External Review Committee member. Department of Languages, Literatures and Cultures. Saint Louis University (2017).
- External Reviewer. Dixie State University Spanish Program (2017).
- External Review Committee Member. University of Minnesota Language Center. Minneapolis, MN (2016)
- External review committee member. Department of Modern Languages and Literatures. Rollins College, FL (2016)
- External review committee member. Department of Foreign Languages. Weber State University (2015)

- Internal review committee member. Department of Education, Culture and Society. University of Utah (2015)
- External review committee member. Connecticut College Department of Hispanic Studies program review (2013)
- Spanish major proposal reviewer. Dixie State College, Utah (2012)
- Language program reviewer. Salt Lake Community College (2011)

Promotion and tenure external reviews

- External evaluator for faculty promotion to Associate Professor. Brigham Young University (2017).
- External evaluator for faculty promotion to Associate Professor. Northeastern University (2017).
- External evaluator for faculty member's promotion to Associate Professor. University of Hawaii (2016).
- External evaluator for faculty member's promotion to Associate Professor. Loyola University Chicago (2016).
- External evaluator for faculty member's promotion to Associate Professor. Carnegie Mellon University (2016).
- External evaluator for faculty member's promotion to Professor. University of Virginia (2014).
- External evaluator for faculty member's promotion to Associate Professor. University of Tennessee (2012).
- External evaluator for faculty member's promotion to Full Professor. Pitzer College (2011).

Manuscript Reviewer

- The Routledge Handbooks of Applied Linguistics.
- Individual Differences, L2 Development & Language Program Administration: From Theory to Practice. AAUSC Issues in Language Program Direction, 2013
- Educating the Future Foreign Language Professoriate for the 21st Century. AAUSC Issues in Language Program Direction, 2011.
- Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom. AAUSC Issues in Language Program Direction, 2008.
- Peer reviewer for *Hispania* and *CALICO Journal*

Conferences organized:

- 2014 International Immersion Conference. Member of organizing committee and Co-chair of Assessment strand.
- Utah Foreign Language Association Annual Meeting. Member of organizing committee and chair of program committee, 2005, 2006, 2007, 2008, 2009.

Panels and Sessions Organized:

- Establishing Accountability through Language Assessment. Fifth International Conference on Language Immersion Education. Salt Lake City, UT. October, 2014
- The Postcommunicative Context and Twenty-First-Century Faculty Members. MLA Convention. Boston, January 2013.

- Connecting Theory and Practice in the Teaching of Less Commonly Taught Languages. MLA Convention. Seattle, January 2012.
- Technology-Enhanced Delivery Models in Foreign Language Learning and Teaching. MLA Convention. Los Angeles, January 2011.
- Hybrid language teaching/learning: Exploring pedagogical and curricular issues. ACTFL Convention. Boston, November 2010.
- Hybrid teaching: lessons from experience. Panel organizer and chair. Kentucky Foreign Language Conference. April 2008.
- 34th Annual Linguistic Symposium in Romance Languages. Salt Lake City, March 2004.

SERVICE AT THE UNIVERSITY OF UTAH

University:

- Undergraduate Council, member (2017-)
- Institutional coordinator, U. of Utah-U. of Oviedo exchange program (2007-)
- Member, Teaching and Learning Governance Portfolio (2012-)
- Integrated Learning Faculty Learning Community (2015-)
- Summer enrollment working group (2016)
- Learning Abroad and International Student and Scholar Services (2016)
- International Student and Enrollment Focus Group (2016)
- OSH Classroom Subcommittee (2015-2016)
- Student retention Group (2015-2016)
- Leadership Fellow (U online). Office of the Senior Vice President for Academic Affairs. University of Utah (2015)
- Member, Integrated Teaching Portfolio (2012-2014)
- Chair, General Education Fine Arts Area Committee. (2011-2012)
- Co-Chair, Middle East Center's Curriculum Committee (2009-2010).
- Middle East Center Interim Administrative Team (2008-2009).
- Middle East Center Director Search (Fall 2008).
- Study Abroad Enhancement Committee (2006-2007).

College of Humanities:

- College Executive Committee (2004-2005; 2007-2015).
- Educational Technology Committee (2003-2015).
- Spanish Teacher's Workshop (coordinator), Tanner Humanities Center, August 2008.

Department of World Languages and Culture:

- Advisor, Master of Arts in Language Pedagogy (2002-)
- TA trainer (2002-2014, 2016, 2017)
- Member, Spanish sociolinguistics tenure-track search (2013-2014)
- Chair, Search committee Portuguese tenure-track search (2012-2013)
- Search Committee searches for Russian, Arabic and French language coordinators (2009).
- Program Director for Study Abroad in Spain (2003-2011).
- Member, Executive Committee (2006-2007)
- Assessment Committee (2006-2007)
- Grievance Committee (2006-2007)
- Member, Chair Search Committee (2006-2007)
- Departmental Restructuring Committee. (2006-2007).
- Chair, Study Abroad Committee (2005-2012).
- Member, Search Committee Spanish Golden Age Literature (2005-2006).
- Member, Graduate Committee (2005).
- Member, Teaching Major Ad-hoc Committee (2004-2005).

- Member, Search Committee Visiting Position in Latin American Literature (Spring 2004).
- Interim Graduate Advisor, Spanish Section (Spring 2004).
- Interim member of the Department's Executive Committee (Fall 2003).
- Interim French Language Program Director (Fall 2003).
- Member, Search committee Visiting Position in Peninsular Literature (Spring 2003).

JANE F. HACKING

Dept. of World Languages and Cultures
Second Language Teaching & Research Center
University of Utah

LNCO 1930
801-581-6688
j.hacking@utah.edu

EDUCATION

1993 Ph.D., University of Toronto
 Slavic Linguistics, Department of Slavic Languages and Literatures

1988 M.A., University of Toronto, Department of Slavic Languages and Literatures

1987 B.A., French and Russian, University of Toronto

EMPLOYMENT

2012-present Co-Director, Second Language Teaching and Research Center, University of Utah

2007-2012 Co-Chair, Department of Languages and Literature, University of Utah

2003-present Associate Professor of Russian, University of Utah

2006-present Adjunct Associate Professor of Linguistics, University of Utah

1999-2003 Assistant Professor of Russian, University of Utah

1994-1999 Assistant Professor of Slavic Languages and Literatures, University of Kansas

NATIONAL LEADERSHIP POSITIONS

2012-14 Co-Chair: Steering Committee on New Structures for Foreign Languages, Modern Language Association

2009-11 Executive Committee of Association of Departments of Foreign Languages (ADFL)
 Modern Language Association [Committee Member: 2009-10; President: 2011]

2005-07 Vice-President (Linguistics) Executive Council of the American Association of Teachers of
 Slavic and East European Languages (AATSEEL)

1998-2001 Division Head for Linguistics, Program Committee of the American Association of
 Teachers of Slavic and East European Languages (AATSEEL)

HONORS, AWARDS

2017 Outstanding Contribution to the Profession, American Association for the Teaching of
 Slavic & East European Languages (AATSEEL)

2006 Nominated to run for President of AATSEEL

2000 Associated Students of the University of Utah Student Choice for Excellence in Teaching

1998 Excellence in Teaching. University of Kansas, Center for Teaching Excellence

PUBLICATIONS

Book

- 1998 *Coding the Hypothetical: A Comparative Typology of Russian and Macedonian Conditionals*. Amsterdam/Philadelphia: John Benjamins Publishing Co.
 Reviews: Greenberg, R. (2000). *The Slavic and East European Journal*, 44(1), 163-164; Grenoble, Lenore A. (2001). *Canadian Slavonic Papers/Revue Canadienne des Slavistes*, 43(1), 124-136; Vajda, E. J. (2002). *Language*, 78(3), 590-591.

Articles & Book Chapters (*peer reviewed; **invited)

- Forth. ***Hacking, J.**, Tschirner, E. & Rubio, F. Vocabulary size, reading proficiency and curricular design: The case of college Chinese, Russian and Spanish. In Gass, S. & Winke, P. (eds.), *The Power of Performance-Based Assessment: Languages as a Model for the Liberal Arts Enterprise*. Boston: Springer.
- Forth. ***Rubio, Fernando & Hacking, Jane F.** Proficiency and performance. What do the tests show? In Gass, S. & Winke, P. (eds.), *The Power of Performance-Based Assessment: Languages as a Model for the Liberal Arts Enterprise*. Boston: Springer.
- Forth. ***Tschirner, E., Hacking, J. & Rubio, F.** Reading proficiency and vocabulary size: An empirical investigation. In Ecke, P. & Rott, S. (eds.) *Understanding vocabulary learning and teaching: Implications for language program development*. Boston: Cengage/Heinle.
- 2017 ***Hacking, Jane & Tschirner, Erwin.** Reading proficiency, vocabulary development and curricular design: The case of college Russian. *Foreign Language Annals* 50(3), 1-19.
 Featured: *Article in the Spotlight*: ACTFL Research Special Interest Group Newsletter, Oct. 2017.
- 2017 ***Hacking, Jane F.**, Smith, Bruce L., & Johnson, Eric M. Utilizing electropalatography to train palatalized versus unpalatalized consonant productions by native speakers of American English learning Russian. *Journal of Second Language Pronunciation* 3(1), 9-33.
- 2016 ***Hacking, Jane & Rubio, Fernando.** A proficiency based articulation project between post secondary institutions. In Urlaub, P. & Watzinger-Tharp, J. (eds.), *The Interconnected Language Curriculum: Critical Transitions and Interfaces in Articulated K-16 Contexts*. Boston: Cengage/Heinle, 118-33.
- 2016 ***Hacking, Jane F.**, Smith, Bruce L., Nissen & Allen, Hannah. Russian palatalized and unpalatalized consonants: An electropalatographic and acoustic analysis of native speaker and learner productions. *Journal of Phonetics*, 54, 98-108.
- 2015a ***Hayes-Harb, Rachel & Hacking, Jane.** Beyond rating data: What do listeners believe underlies their accentedness judgments. *Journal of Second Language Pronunciation*, 1(1), 43-64.
- 2015b ***Hayes-Harb, Rachel & Hacking, Jane.** The influence of written stress marks on native English speakers' acquisition of Russian lexical stress contrasts. *Slavic and East European Journal*, 59(1), 91-109.
- 2013 ****Hacking, Jane.** Global studies and departmental structures. *ADFL Bulletin* 42(2), 21-25.
- 2011 ***Hacking, Jane.** The production of palatalized and unpalatalized consonants in Russian by American learners, In Wrembel, M., Kul, M. & Dziubalska-Kolaczyk, K. (eds.), *Achievements and Perspectives in the Acquisition of Second Language Speech: New Sounds*, Frankfurt am Main: Peter Lang, 93-101.
- 2008 ***Hacking, Jane.** Socio-pragmatic competence in Russian: How input is not enough, In Katz, S. & Watzinger-Tharp, J. (eds.), *Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom*, Boston: Heinle, 110-125.
- 2002 ****Hacking, Jane.** Attitudes to Macedonian conditional formation: The use of *dokolku* and *bi*, In Friedman, V. & Dyer, D. (eds.), *Studies in South Slavic and Balkan Linguistics in Honor of Howard I. Aronson on the Occasion of His 66 Birthday*, Bloomington IN: Slavica Publishers, 231-42.

- 2001 ****Hacking, Jane.** K voprosu ob ustroennosti uslovnix predloženij v russkom jazyke, (On the question of conditional sentence structure) In: *Slovo. Grammatika. Reč.* Vypusk 3. Sbornik naučno-metodičeskix statej, posvjaščennoj voprosam prepodavanija russkogo jazyka kak innostrannogo. Moscow. PAIMS, 90-93.
- 1999 ***Hacking, Jane.** Grammaticalization theory and the particle *bi/by* in Bulgarian, Macedonian and Russian, *Canadian Slavonic Papers* vol. XLI, 3-4: 415-430.
- 1997 ****Hacking, Jane.** Angliski i makedonski uslovni rečenici” (English and Macedonian Conditionals), in *Tret n naučen sobir na mladi makedonisti*. Skopje: Univerzitet sv. Kiril i Metodij, Filološki fakultet, 333-339.
- 1997 ***Hacking, Jane.** The Macedonian imperative: Reconciling exhortative and non-exhortative uses. *Balkanistica* 10, 212-220.
- 1993 ****Hacking, Jane.** *Dokolku* i makedonskite uslovni rečenici (*Dokolku* and Macedonian conditional sentences), in *Prv naučen sobir na mladi makedonisti*. Skopje: Univerzitet sv. Kiril i Metodij, Filološki fakultet, 105-117.

In Progress

Hacking, Jane (ed). Festschrift for Dr. Christina Kramer, Professor of Slavic and Balkan Linguistics, University of Toronto. To be published as a special edition of the journal *Balkanistica*. Scheduled for publication: Spring 2019.

Hacking, Jane & Tschirner, Erwin. The relationship between listening proficiency and vocabulary knowledge of American learners of Russian.

Ćavar, Małgorzata & **Hacking, Jane.** The acquisition of Russian sibilants by American learners.

Tschirner, E., Gass, S., **Hacking, J.**, Rubio, F., Soneson, D. & Winke, P. The role of listening in the growth of speaking ability.

Hacking, J., Rubio F. & Schnur, E. Lexical diversity and fluency in second language child learners of Spanish, French, and Chinese in a classroom immersion context.

Digital Resources

Co-Creator: *Multilingual Corpus of Second Language Speech*.

An online, tagged and fully-searchable corpus of speech samples from a variety of learner contexts (child classroom immersion, adult classroom, and adult in-country immersion) representing six languages (Chinese, French, German, Portuguese, Russian and Spanish). To be hosted on the L2TReC website as an open access resource, it will give users the ability to search for samples according to criteria such as language, proficiency rating of the sample (e.g., novice, intermediate), type of learner (child or adult), etc. Each speech sample in the corpus is linked to a direct transcription of the recording and a coded transcription that follows CHILDES protocols and allows users to run a variety of linguistic analyses.

https://l2trec.utah.edu/multi-Lingual_Speech_Corpus.php

Miscellany

- 2017 Rubio, Fernando, Landes-Lee, Jill & **Hacking, Jane.** Behind One Successful High-School-Higher Education Partnership. *Education Week*.
http://blogs.edweek.org/edweek/global_learning/2017/06/_successful_high_schoolhigher_education_partnerships_the_utah_world_language_example.html
- 2017 *America's Languages: Investing in Language Education for the 21st Century*. Commission on Language Learning, American Academy of Arts and Sciences. **Consultant**.
https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/language/Commission-on-Language-Learning_Americas-Languages.pdf

- 2017 *The Bridge Program. Utah's Advanced Language Pathway for Post-AP Language Study*. White Paper. **Author.**
- 2016 *Utah Senate Bill 152: Accelerated Foreign Language Course*. Facilitates infrastructure and provides ongoing funding for high school-university partnership to offer upper division language courses in Utah's high schools. **Co-drafter.**
- 2016 State scrambling to keep up with dual immersion students. 06/01/2016.
<http://www.ksl.com/?sid=40012864&nid=148>. **Interviewee.**
- 2009 *How to Thrive (or Survive)*, <https://www.insidehighered.com/news/2009/12/29/languages>.
- 2001 Sabec, Nada & David Limon, *Across Cultures: Sloveno-Britansko-Amerisko Sporazumevanje* (Slovene-British-American Intercultural Communication). Maribor: Obzorja. **Consultant.**

GRANTS

External Funding

- 2013-present PI: Increasing Language Proficiency for the Utah Cryptologic Team through Local Instruction at the University of Utah, Language Training Center Program, International Institute of Education - **\$1,352,157**
- 2017-2018 Co-PI: Flagship Proficiency Initiative Grant, International Institute of Education - **\$235,591**
- 2014-2017 Co-Author and Key Personnel: Flagship Proficiency Initiative Grant, International Institute of Education - **\$860,775**
- 2016 Key Personnel: Flagship Teacher Training Grant, International Institute of Education. One-week training for instructors from across the country - **\$99,391**
- 2015 Co-Author and Lead Instructional Personnel: Utah Russian STARTALK, Russian immersion teacher training workshop and summer Russian language immersion camp. National Foreign Language Center - **\$94,620**
- 2009-18 Fulbright Foreign Language Teaching Assistant, Applicant and Supervisor for Natalya Nizkaya 2009-10; Maria Rezunenka 2010-11; Alina Safargalina 2011-12; Supervisor for Viola Talakadze 2014-15; Elena Kozhevnikova 2015-16; Viktoria Strojnovskaya 2016-17; Elena Khodokova 2017-18
- 2007-10 Co-PI: National Security Education Program Language and Culture ROTC grant - **\$750,000**
- 2001 The Slavic and East European Resource Center Summer Institute- *Slavic and East European Languages: Acquisition, Techniques, and Technologies*, Duke University and the University of North Carolina, Chapel Hill. Fully funded ten-day workshop
- 2000 American Councils for International Education Summer Russian Language Teachers Program. Fully funded six-week program at Moscow State University
- 1993-95 Social Sciences and Humanities Research Council of Canada Post-Doctoral Fellowship (two years awarded for research at the University of Chicago. [Final 15 months of support declined in order to accept position at the University of Kansas])

Internal Funding

- 2017-18 Co-Investigator. Kickstart Grant. College of Humanities - **\$2,500**
- 2016 International Travel Grant, College of Humanities - **\$1,500**
- 2015-16 Leader. Dual Language Immersion Research Group, Tanner Humanities Center - **\$1,000**
- 2015-16 Co-Investigator. Aligning International Studies Learning Outcomes with the U's Core Values. Office of Global Engagement - **\$10,000**

- 2014-15 PI: Electropalatography Training Study. PI: Jane Hacking. VP for Research URC - **\$1,200**
- 2014 Co-PI: Compiling a multilingual and linguistically annotated learner corpus as a base for second language acquisition research: Pilot version with accompanying demonstration research project. VP for Research, Funding Incentive Seed Grant - **\$10,465**
- 2013 Co-PI: Language Learner Corpora: A Workshop for Researchers and Practitioners. Great Ideas in the Humanities Grant. College of Humanities - **\$10,049**
- 2010 PI: College of Humanities, International and Interdisciplinary Research Grant, Electropalatography and Russian Palatalization (w/Bruce Smith, College of Health Sciences) - **\$5,910**
- 2007 Dee Grant. Moscow Urban Legends - **\$3,000**
- 2005 University Teaching Grant. Russian Folklore Expedition - **\$3,000**

PRESENTATIONS

- 2018 Discussant: *Research-Based Teaching and Learning of Slavic Languages II: Acquisition and Performance*. 50th Annual ASEEEES Convention. Boston.
- 2018 *MuSSeL: Designing and building a corpus of multilingual second language speech*. (Hacking, Schnur, Rubio). SlaviCorp 2018 Conference. Prague, Czech Republic.
- 2018 *MuSSeL: Designing and building a corpus of multilingual second language speech*. (Schnur, Hacking, Rubio). American Association of Corpus Linguistics. Atlanta.
- 2018 *Foreign language outcomes*. Plenary session at ADFL Summer Seminar. Michigan State University.
- 2017 *Relating vocabulary size to ACTFL proficiency levels*. (Tschirner, Hacking, Rubio). ACTFL, Nashville.
- 2017 *Mission and achievement: Assessing Higher Education foreign language goals*. (Soneson, Gass, Hacking, Malone, Tschirner, Winke). ACTFL, Nashville.
- 2017 *The relationship between ACTFL proficiency levels and vocabulary size in German, Russian and Spanish*. (Tschirner, Hacking, Rubio). ECOLT, Georgetown University.
- 2017 *Russia and Asia: Expanding Russian program curriculum eastwards*. Poster in session: New Developments and Innovations in Slavic Studies. Canadian Association of Slavists, Toronto, Canada.
- 2017 Chair & discussant: *South Slavic Language Ideologies*. Canadian Association of Slavists, Toronto, Canada.
- 2017 *How to be a better language learner: What cognitive science tells us*. 28th Annual Language Conference. 300th Military Intelligence Brigade. Draper, Utah.
- 2017 *The proficiency profile of foreign language university students*. MLA. Philadelphia.
- 2016 *Vocabulary size, reading proficiency and curricular design* (Tschirner, Hacking & Rubio). ACTFL. Boston.
- 2016 *Large-scale implementation of ACTFL computerized proficiency testing*. (Tschirner, Gass, Hacking, Malone, Soneson, Winke & Rubio). ACTFL. Boston.
- 2016 *The development of linguistic complexity in dual language immersion learners of Chinese, French and Spanish*. (w/Fernando Rubio). Sixth International Conference on Immersion and Dual Language Education, CARLA. University of Minnesota.
- 2016 *Pedagogical practice and the acquisition of Russian stress: Does writing stress marks help?* (w/Elliott, Northwestern University). Slavic Linguistics Society 11th Annual Meeting. Toronto, Canada.

- 2016 *Utilizing electropalatography to train palatalized versus unpalatalized consonant productions by native speakers of American English learning Russian.* New Sounds International Conference. Aarhus, Denmark.
- 2016 *What is the reality of proficiency-based articulation at the post-secondary level?* (w/Rubio), American Association of Applied Linguistics, Orlando.
- 2016 *Correlations between speaking, listening, and reading proficiency scores.* (Tschirner, Gass, Hacking, Winke, Soneson & Rubio). ECOLT. Georgetown University.
- 2015 *Reading and Listening Proficiency Levels of College Undergraduates* (Tschirner, Hacking & Rubio). ACTFL. San Diego.
- 2015 *'Polishness' in British crime fiction: The linguistic landscape of Anya Lipska's 'Where The Devil May Go'.* Canadian Association of Slavists, Ottawa, Canada.
- 2015 *Poles and Polishness in British Crime Fiction.* British Association of Slavic and East European Studies Annual Conference, Cambridge, England.
- 2014 *Teacher beliefs and the acquisition of Russian lexical stress: Is there a disconnect?* (w/Hayes-Harb). AATSEEL, Chicago.
- 2013 *The role of stress marks in the acquisition of Russian lexical stress by native English speaking learners.* Invited talk. York University, York, England.
- 2013 *The influence of written stress marks on native English speakers' acquisition of Russian lexical stress contrasts.* (w/Hayes-Harb). EUROSLA 2013, Amsterdam.
- 2013 *An evaluation of Russian palatalized versus unpalatalized consonants using electropalatography.* (w/Smith and Nissen). New Sounds, Montreal, Canada.
- 2013 *Orthographic and auditory contributions to second language word learning: Native English speakers learning Russian lexical stress.* (w/Hayes-Harb). Linguistic Society of America/MLA, Boston.
- 2012 *Russian palatalized consonants: Acoustic properties of L2 learners' productions.* (Poster). Second Language Acquisition of Phonology Conference, York University.
- 2012 *Beyond the grammar: Learning social competency in a foreign language.* Invited talk. Critical Language Institute, Arizona State University.
- 2012 *Approaches to studying L2 acquisition of Russian palatalized consonants.* Keynote for Department of Linguistics Annual Student Conference.
- 2012 *Using electropalatography to understand Russian palatalization.* Invited talk. Carlton University, Ottawa, Canada.
- 2011 *Variability in listeners' bases for accentedness judgments of L2 speech* (Poster). Second Language Research Forum, Iowa State University.
- 2011 *Global studies and departmental structures.* Invited Presentation. ADFL Summer Seminar.
- 2011 *Word final devoicing in the speech of American learners of Russian.* AATSEEL, Los Angeles.
- 2010 *The culture of language: Figuring out how to do things with words.* Invited lecture, Critical Language Institute, Arizona State University.
- 2010 *Teaching socio-pragmatic competence from the very beginning.* Workshop for instructors. Critical Language Institute, Arizona State University.
- 2010 *The production of palatalization contrasts by American learners of Russian.* New Sounds, Poznan, Poland.
- 2009 *The production of palatalized and unpalatalized consonants in Russian by advanced American learners of Russian.* Annual Meeting of the Slavic Linguistics Society, Zadar, Croatia.

- 2008 *Wedding padlocks: A quest for ritual*. Metamorphoses: An International Colloquium on Narrative and Folklore, University of Utah.
- 2007 *Morphological productivity and the Russian abstract nominal suffixes -ost', -stv-*. AATSEEL, Chicago.
- 2007 Roundtable Participant: *Restructuring the Structure of Russian*. AATSEEL, Chicago.
- 2007 Discussant: *Issues in interlanguage and cross-cultural pragmatics*. AATSEEL, Chicago.
- 2006 *Acquiring L2 pragmatic competence: How is input not enough?* AATSEEL, Philadelphia.
- 2005 *Can explicit instruction improve socio-pragmatic competence?* AATSEEL, Washington.
- 2004 *Acquiring socio-pragmatic competence: Is input enough?* Tanner Humanities Center Work in Progress Lecture, University of Utah.
- 2003 *The culture of register*. American Association for the Advancement of Slavic Studies, Toronto, Canada.
- 2002 *The acquisition of Russian discourse features by English speaking adult learners*. Canadian Association of Slavists, Toronto, Canada.
- 2001 Discussant: *Language variation in Russian*. American Association for the Advancement of Slavic Studies, Crystal City, VA.
- 2000 *Rol' soznatel'nosti v obučenii* (The role of cognition in language teaching). American Council of Teachers of Russian Roundtable, Moscow State University, Moscow, Russia.
- 2000 *Closing remarks*. Twelfth Biennial Conference for Balkan and South Slavic Linguistics, Literature and Folklore. University of Kansas.
- 1999 *Interruption in Russian conversation*. AATSEEL, Chicago.
- 1999 *Gender and speech style in spoken Russian: The use of 'ponimaete'*. Annual Meeting of the British Association of Slavonic East European Studies, Cambridge, England.
- 1998 *Are you with me? 'Ponimaete?' as pragmatic expression in colloquial Russian*. AATSEEL, San Francisco.
- 1998 *The formation of conditionals: Shifting norms and the attitudes of young native speakers*. The Eleventh Biennial Conference for Balkan and South Slavic Linguistics, Literature and Folklore. University of Arizona.
- 1997 *A typological discourse analysis of post-posed if-clauses in Russian, Macedonian and English Conditionals*. AATSEEL. Toronto, Canada.
- 1997 *Angliski i makedonski uslovni rečenici* (English and Macedonian Conditionals). Tret naučen sobir na mladi makedonisti. Skopje, Macedonia.
- 1997 *Conditionals in action: Macedonian and English*. Central Slavic Conference. University of Kansas.
- 1996 *The particle 'by' and the coding of speaker's point of view in Russian*. Invited talk, University of Toronto.
1996. *The particle bi/by and Grammaticalization Theory*. The Tenth Biennial Conference for Balkan and South Slavic Linguistics, Literature and Folklore, University of Chicago.
- 1996 *Grammaticalization Theory and the conditional mood in Slavic*. Linguistics Colloquium, University of Kansas.
- 1996 *Language and ethnic tensions in the Former Yugoslav Republic of Macedonia*. Outreach Lecture for the Center for Russian and East European Studies, University of Kansas.
- 1995 *Language and politics in the Former Yugoslav Republic of Macedonia*. World View Lecture Series, University of Kansas.
- 1994 *Parallel marking in Russian conditionals*. AATSEEL, San Diego.
- 1994 *Conditional typologies: Evidence from Macedonian, Bulgarian and Russian*. American Association for the Advancement of Slavic Studies, Philadelphia.

- 1994 *The hypotheticality continuum and conditional typologies*. Invited talk, Department of Slavic Languages and Literatures, University of Chicago.
- 1992 *On the conditional period in Russian*. AATSEEL, New York.

ADMINISTRATIVE PRESENTATIONS

- 2017 Presenter: *Brown bag graduate student roundtable: Everything you need to know about the academic job interview*. Canadian Association of Slavists, Toronto, Canada.
- 2017 Plenary Speaker: *K-16 Articulation*. ADFL Summer Seminar for Department Chairs, Atlanta.
- 2016 Presenter: *Job interviewing workshop*. AATSEEL, Austin, TX.
- 2013 Plenary Speaker: *Language centers: Models and contexts*, ADFL Summer Seminar, Rice University.
- 2013 Co-Leader: *MLA Language Consultancy preconference workshop*, MLA, Boston.
- 2013 Presenter: *Roundtable: Balancing teaching and research in academia*, AATSEEL, Boston.
- 2012 Moderator: *Defending the requirement: Foreign language requirements in the 21st Century*. ADFL Summer Seminar for Department Chairs, University of Oregon.
- 2012 Moderator: *Occupational horizons for undergraduate literature majors*. ADFL Summer Seminar for Department Chairs, Vanderbilt University.
- 2012 Co-Leader: *Pre-seminar workshop for new chairs*, ADFL Summer Seminar for Department Chairs, Vanderbilt University.
- 2012 Presenter: *Points of articulation with International Studies: A roundtable*. ADFL Summer Seminar for Department Chairs, University of Oregon.
- 2012 Presenter: *The expectations of the chair*. In Session: The Academic Workplace 101. MLA, Seattle.
- 2012 Co-Leader. *Strategies for search committees in foreign languages*. MLA, Seattle.
- 2011 Presider: *The Oregon Roadmaps to Language Excellence: Language learning in local context*. MLA, Los Angeles.
- 2011 Organizer & Presider: *Language loyalties in a changing world: A session to honor Joshua Fishman*. MLA, Los Angeles.
- 2011 Presenter: *A preconference workshop for job seekers: The job search in foreign languages*. MLA, Los Angeles.
- 2010 Co-Leader: *Pre-seminar workshop for new chairs*. ADFL Summer Seminar for Department Chairs, US Air Force Academy, Colorado Springs.
- 2009 Presenter: *A preconference workshop for job seekers: The job search in foreign languages*. MLA, Philadelphia.
- 2009 Roundtable Participant: *How departments can thrive in difficult times*. MLA, Philadelphia.
- 2009 Roundtable Participant: *Development and fund-raising for foreign language department chairs*. MLA, Philadelphia.
- 2009 Moderator: *Chairing in a time of budget rescission*. ADFL Summer Seminar for Department Chairs, University of Arizona.
- 2002 Presenter: *Getting your work accepted (writing abstracts and getting through other peer review processes)*. Workshop on Skills and Standards of the Profession. AATSEEL, New York.

COURSES TAUGHT

Russian Language (all levels); Russian Phonetics & Phonology; Russian Morphology; Russia and Asia: Writing Systems & Linguistic Landscapes; Issues in Contemporary Russian; Advanced Russian Through Film; Russian Conversation—Theory and Practice; Slavic Folklore; Language in Society.

GRADUATE SUPERVISION

University of Utah

- 2007- PhD Dissertation Committee member (Linguistics - 3); PhD Examination Committee (Linguistics -3); MALP Examination Committee (Languages – 1); WLMA Examination Committee (Languages – 1); MA Thesis Committee (Linguistics – 4); MA Thesis Committee Chair (Languages – 1); WLMA Thesis Committee (Languages – 2).
- 2012 Dissertation Chaired (Linguistics): Anna Fichman (now Krulatz); currently Associate Professor at the Norwegian University of Science and Technology in Trondheim, Norway.

University of Kansas

- 1997 Dissertation Chaired: William J. Griffiths.
- 1997 Dissertation Co-Chaired: Tatiana Spektor.
- 1994-99 Dissertation Committees (2); PhD Comprehensive Exam Committees (5; chair of one); MA and MA/PhD Qualifying Exams (15; chair of one).

External Supervision

- 2018 External Reader PhD dissertation: Olena Sivachenko, University of Alberta.

OTHER STUDENT MENTORSHIP

Higher Education Teaching Certificate, Faculty Mentor: Miranda McCarvel, Ph.D., Linguistics 2016.

Undergraduate Research Opportunity, Faculty Mentor: Russell Holmes (2016); Jelena Breedlove (2013-14); Michael Carter (2010-11).

PROFESSIONAL SERVICE

- 2017-18 Co-organizer *Asia in the Russian Imagination*, an interdisciplinary conference on Siberia, University of Utah, March 2018.
- 2016-present Editorial Board Member *Issues in Language Program Direction*. American Association of University Supervisors and Coordinators.
- 2014-present Consultant Utah State Board of Education, Russian Dual Immersion Initiative: meetings with community and school partners (ongoing); attendee at the K-12 Russian Flagship Summit, Portland State University (2/15); site visit to Anchorage School District (4/15); Kiev, Ukraine – researching and purchasing literacy materials, meetings with Grade 1-2 teachers (6/15); vetting of translators for Grade 1 math curriculum (11/16).
- 2016,17 Job counseling for graduate students at the MLA convention.
- 2016 Organizer *20th Biennial Conference on Balkan & South Slavic Linguistics, Literature & Folklore*, University of Utah, April 2016.
- 2014 Co-organizer and Co-Chair Research Strand *Fifth International Conference on Language Immersion Education* (600 attendees from 40 states and 20 countries), Salt Lake City, UT. October 2014.
- 2011-14 External Reviewer World Language and Literature, San Jose State University [09/2014]; Critical Language Institute, Arizona State University [06/2012]; Department of Modern and Classical Languages, Missouri State University [04/2012]; Department of Languages and Cultures, US Naval Academy [03/2012]; Russian Program, Grand Valley State University [04/2011]; World Languages and Literature, Portland State University [02/2011].
- 2011 Co-Host (with BYU): ADFL Summer Chair Seminar (West), June 2011.

- 2009 Organizer *7th Macedonian-North American International Conference on Macedonian Studies*, University of Utah, April 2009.
- 2005-07 Vice-President for Linguistics on the Executive Council of the American Association of Teachers of Slavic and East European Languages.
- 2005 Linguistics/Language Pedagogy Member Conference Program Committee, American Association for the Advancement of Slavic Studies (now ASEES).
- 1997-04 Member Institute of International Education, Review Committee: Post BA level Fulbright applications for study in Eastern Europe [1997-1998; 1999-2000; 2003-2004].
- 2000 Co-organizer *12th Biennial Conference on Balkan & South Slavic Linguistics, Literature & Folklore*, University of Kansas, May 2000.
- 1997-present Manuscript reviewer: *Applied Psycholinguistics*, *Balkanistica*, *Canadian Slavonic Papers*, *East/West: Journal of Ukrainian Studies*, *Foreign Language Annals*; *Russian Language Journal*, *Slavic and East European Journal*, *Slovenski jezik/Slovene Linguistic Studies*, Wisconsin University Press (1 book manuscript 1997); Grant Proposal Reviewer for: National Science Foundation, Social Sciences and Humanities Research Council, Canada.

UNIVERSITY OF UTAH SERVICE

Russian Program

- 2014-present Siberian Initiative: Secured funding through the Asia Center to support curricular redesign and events profiling the place of Siberia in Russian culture:
Lectures: John Ziker (2015), Lenore Grenoble (2016), Matthew Romaniello (2017), Jessica Graybill (2017); Curriculum Workshop (2017). New course: Russia and Asia (taught Spring 2017). International interdisciplinary conference: *Asia in the Russian Imagination* (March 23-24, 2018)
- 2012-present Section Head (identifying and interviewing candidates for adjunct positions; handling advising; transfer credits, appeals, placement, etc.; supervising FLTAs)
- 2009-13 Established and ran Learning Abroad Program with Krasnoyarsk State Pedagogical University, Krasnoyarsk Russia
- 2009 Facilitated study abroad in Vladimir, Russia for ROTC cadets; site visit to program 07/2009
- 2005-07 Section Head (identifying and interviewing candidates for adjunct positions; supervising adjunct instructors; handling advising: transfer credits, appeals, placement, etc.)
- 1999-00 Faculty Advisor to Russian Club

Department of World Languages and Cultures (formally Languages and Literature)

- 2018 Chair Russian Lecturer Search Committee
- 2018 Member Ad Hoc Committee Fifth Year Review – Professor Tanya Flores
- 2017 Member Ad Hoc Committee Fifth Year Review – Professor Christopher Lewis
- 2016 Presenter Teaching Assistant Training Workshop: Two 2-hour sessions
- 2015 Member Merit Committee
- 2014 Chair Arabic Lecturer Search Committee
- 2007-12 Department Co-Chair
- 2006-07 Chair Search Committee for Department Chair – national search
- 2007 Member Arabic Search Committee
- 2005-06 Member Department Restructuring Committee
- 2005-06 Member Classics Search Committee
- 2004-05 Chair Ad Hoc Committee Fifth Year Review – Professor Fernando Rubio
- 2003-04 Chair Ad Hoc committee Tenure Review – Professor Stacey Katz
- 2001-04 Departmental Website Coordinator
- 2002 Member Ad Hoc Committee to review departmental RPT guidelines
- 2001-02 Member Search Committee for Spanish Methodologist
- 2000-02 Chair Educational Technology Committee

1999-02	Member Merit Evaluation Committee
1999-00	Member Educational Technology Committee
2000-02	Member Task force to implement a BA language assessment for all UU students
2001	Member Ad Hoc Disciplinary Committee
1999	Member Search Committee for Department Administrative Assistant

College of Humanities

2012-present	Co-Director, Second Language Teaching and Research Center
2007-present	Member College Leadership Team
2010	Member Rocky Mountain European Scholars Consortium conference planning committee
2008	Member Interim Governance Team for Middle East Center
2004	Shortlist candidate for position of Associate Dean of the College of Humanities
2003-04	Member College Executive Committee
2003-06	Member Faculty Advisory Board – Tanner Humanities Center
2002-03	Member Search Committee for Tanner Humanities Center Director
2002-05	Member Council of Dee Fellows
1999-01	Member Career Development Committee
2002-03	Member Educational Technology Committee

University

2016-19	Member Academic Appeals and Misconduct Committee
2011	Member Graduate Research Fellow Selection Committee
2011	Lead Complainant Consolidated Hearing Committee
2008-12	Member International Commission
2005-11	Member Consolidated Hearing Pool
2000	Member Internal Graduate Review Committee for Philosophy Department

UNIVERSITY OF KANSAS SERVICE

Department of Slavic Languages and Literatures

1996, 1998-99	Director of Undergraduate Studies
1995-98	Associate Director of Undergraduate Studies
1999	Director University of Kansas Summer Language Program at St. Petersburg University
1997-98	Co-Director University of Kansas Summer Language Program at St. Petersburg University
1996	Language Coordinator and GTA Supervisor [Spring]
1996	Director CIEE-St. Petersburg program
1995-96	Department's Minority Graduate and Professional Student Recruitment Officer
1994-99	Graduate Studies Committee
1994-99	Undergraduate Studies Committee
1994-99	South Slavic Studies Committee
1994-95	Slavic Graduate Student Association (Faculty contact person)

University

1998-99	College of Liberal Arts and Sciences Committee on Promotion and Tenure
1994-99	Reviewer for undergraduate NSEP applications for the Office of Study Abroad
1998	University General Education Assessment Interviews
1997, 98	Summer Orientation Lunches for Incoming Freshman
1997-98	Hall Center for the Humanities: Travel Grant Review Committee

COMMUNITY SERVICE

2014	Salt Lake International Charter School – Volunteer, English language proficiency speaking test administration 2014 [approx. 2 hours per week]
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1999-00 Salt Lake City YWCA Battered Women's Shelter – On call interpreter for Russian-speaking clients [approx. 2 hours per week]

PROFESSIONAL AFFILIATIONS

American Association for Teachers of Slavic and East European Languages (AATSEEL); Modern Language Association (MLA); Canadian Association of Slavists (CAS); American Council on the Teaching of Foreign Languages (ACTFL); Slavic Linguistics Society (SLS), American Association of University Supervisors and Coordinators (AAUSC), American Council of Teachers of Russian (ACTR).

LISSIE AH YEN

808-457-7566 | Lahyen@utah.edu

Administrative Assistant /Executive Secretary

Efficient and dedicated administrative professional with more than nine years of experience in office management, secretarial and customer service responsibilities.

Key Skills

Office Management Teambuilding & Supervision Staff Development & Training Policies & Procedures Manuals Phone Operations Report & Document Preparation Technical Support – dell and mac computers, printers, scanners, Xerox machines, portable and wall projectors, and cameras	Paymentnet Accounts Payable/Receivable PeopleSoft Kronos Internet Groupwise Webmail Microsoft Office programs – word, excel, powerpoint, publisher, outlook, access Records Management Meeting & Event Planning	Inventory Management Travel Authorizations/Expense Reports Adobe Professional & Photoshop DreamWeaver SCOPIA Radvision Drupal AS400 CIS (Campus Information Services - Utah) Zoom Skype Canvas
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Experience

University of Utah, Salt Lake City, UT	2014-present
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Executive Secretary, Second Language Teaching and Research Center (L2TReC)

- Processes travel and reimbursements for employees and non-employees.
- Processes hiring forms (ePAFs) for new and rehired instructors
- Creates and maintains files, including Language Flagship Proficiency grant assessment tracker and surveys.
- Currently creating a database of students enrolled in Bridge Program courses.
- Schedules and proctors assessment tests (Speaking, Reading and Listening) for:
 - FLAS students
 - Linguists participating in Language Training Center classes
 - Language Flagship Proficiency grant
 - Bridge Program students
- Arranges rooms and refreshments for workshops and meetings.
- Maintains registration lists for workshops.
- Processes work orders, key requests, and reserves parking spaces for classes, meetings, and workshops.
- Orders office supplies from Ushop (University of Utah purchasing program)
- Receives, greets and directs visitors to appropriate person or office.
- Answers telephones, providing assistance and connecting callers to the correct person or office.
- Processes and distributes mail.
- Maintains office equipment; arranges for service calls as needed.
- Helps with photocopying and scanning files as needed.

Brigham Young University Hawaii, Laie, HI	2005 to 2012
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Administrative Assistant to the Dean/Chair, College of Human Development/School of Education

- **Office administrative/secretarial duties :** (a) Prepares purchase and check requisitions; (b) coordinates and monitors maintenance services; (c) serves as liaison between departments, faculty and staff; (d) assists with hiring and employment processing; (e) makes arrangements for events, meetings and travel; (f) composes and types correspondence, distributes mail and screens telephone calls; (g) maintains confidential files; (h) maintains sufficient levels of all necessary supplies; (i) ensures all office technology is in working order.
- **Faculty Support:** (a) Orders textbooks according to Bookstore timelines and processes and orders class materials needed by faculty online; (b) ensures faculty mail is sorted as soon as it arrives; (c) schedules semester and term courses with the University as detailed by Dean and Chair; (d) handles Adjunct Faculty, Special Instructor and Cooperating Teacher payments/contracts, transportation orders for mileage and requests for payment for student observations, as well as vendor, survey and W9s. (e) schedules motor pool cars for faculty/staff/student use when needed. (f) Operates airport runs when needed for faculty/staff and students.
- **Finances:** (a) Monitors and expedites spending of department budget using required software; (b) tracks monthly credit card purchases and related reconciliations; (c) handles purchase requisitions, check requisitions, cash reimbursement vouchers, campus purchase orders, journal entries, cashbox, travel authorizations and reconciliations; (d) manages cell phone use, accounts and payments; monitors budget for both College and Department.
- **Website Maintenance:** Update and maintain both College of Human Development and School of Education websites.
- **Hosting and Other:** (a) Takes lead in hosting all guests, meetings, etc. as directed by the Dean, Chair and Field Services Coordinator; (b) ensures that reception desk and phone is manned during the day including the lunch hour; (c) prepares graduation banquets for all graduating SOE students, CTs, Principals and faculty; (d) supervises, manages and approves Time & Labor for student workers; (e) performs other tasks as needed.

Brigham Young University Hawaii, Laie, HI	2011 to 2012
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Samoan Club Advisor, Laie HI

- Advises the Samoan Club in BYU Hawaii in keeping all of the university standards all functions.
- Oversees all financial matters by signing all appropriate paperwork before an activity occurs.
- Attends all off-campus activities
- Meets with Club President and office once a month to discuss club activities, meetings, forums and budget.
- Represents the Samoan Club in advising meetings.

Brigham Young University Hawaii, Laie, HI	2007 to 2010
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Special Instructor, School of Education

- Assists the International Teachers Education Program (ITEP) coordinators, the missionary couples throughout the Pacific and the School of Education professors with online courses
- Utilizes SCOPIA Radvision and skype software for online web conference support

Education

Brigham Young University Hawaii, Laie, HI	April 2005
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Bachelor of Science, Information System

SHIN CHI FAME KAO

215 S Central Campus Drive, CTIHB 203, Salt Lake City, UT 84112* shinchi.famekao@utah.edu
Office: (801) 585-0988 Cell: (310) 619-6696

EDUCATION

California State University, Long Beach, CA (2002-2005)

Teaching Credential Program: 1) Bilingual Multiple Subject with emphasis in Mandarin and 2) Single Subject Credential in Chinese Language

University of Strathclyde, Glasgow, U.K. (1990-1992)

Master of Science, Hotel Administration

National Cheng Chi University, Taipei, Taiwan (1985-1989)

Bachelor of Business Administration, Accounting

CERTIFICATIONS

Professional Educator License (Level 1) in Elementary Education (1-8) with Endorsement on Chinese issued by the Utah State Board of Education (Cactus ID: 656848)

Clear Credentials issued by the State of California Commission on Teacher Credentialing: 1) Single Subject Credential in Chinese Language (#081057318) and 2) Multiple Subject Credential - Bilingual Cross-cultural, Language, and Academic Development (BCLAD) with emphasis in Mandarin (# 081057320)

ACTFL Oral Proficiency Interview (OPI) Tester of Chinese with Full Certification (2016-2020) – Certified by American Council on the Teaching of Foreign Language (ACTFL)

WORKING AND TEACHING EXPERIENCE

Coordinator of K-12 Chinese Outreach Program (June 2015-Present)

Confucius Institute at the University of Utah, Salt Lake City, UT

Responsibilities:

- Managing the daily operation of Confucius Institute
- Organizing two to three times of professional development workshops each year to train elementary and secondary Chinese teachers in the State of Utah
- Organizing annual Chinese Dual Language Immersion (DLI) summer camp for students in Chinese DLI program range from 2nd grade to 9th grade
- Organizing annual Chinese Culture Week including a variety of cultural events, Chinese Major Day, Chinese Open House, lectures, etc. on campus.
- Supporting all kinds of Chinese cultural events organized by the public schools and the community
- Organizing Confucius Institute Headquarters (Hanban) Bridge trip for Utah educators and high school students to travel to China
- Managing 7 Confucius Classrooms
- Planning the Bridge course for the 10th grade Chinese DLI students

Coordinator of 7th-9th Grade Chinese Dual Language Immersion Program (August 2016-Present)

Utah State Board of Education (USBE), Salt Lake City, UT

Responsibilities:

- Developing the curriculum with scope & sequence for 7th-9th Chinese dual language immersion programs in Utah

(Working & Teaching Experience Continued)

- Organizing the Annual Utah Dual Immersion Institute (AUDII) and USBE teacher trainings for 7th-9th grade Chinese DLI teachers
- Helping districts with secondary Chinese DLI programs to plan their teacher trainings, develop the course curriculum, and communicate with parents.

Chinese Guest Teacher Advisor of College Board (July 2016-June 2018)

College Board, US

Responsibility:

- Giving constant trainings and guidance to about 150 Chinese guest teachers who are recruited and sponsored by Hanban and College Board to teach Chinese language in K-12 schools in the US

Chinese Language Lecturer (January 2017-Present)

Second Language Teaching and Research Center (L2TRC), University of Utah

Responsibility:

- Teaching CHIN 4880 course which is an intensive Chinese language course designed for military soldiers.

Chinese Dual Language Immersion Program Teacher (2013-2015)

Draper Elementary School, Draper, UT

Responsibilities:

- Taught Chinese language, math and science to two 5th grade Chinese classes.
- Implemented constant reading fluency practice based on “Peer Assisted Learning Strategies” in class to help students improve their Chinese reading fluency and reading comprehension.
- Implemented the curriculum through units, daily lesson plans, real-life tasks, small group instructions, and cross-subject projects to help students generate inter-disciplinary learning experiences of critical thinking and problem solving.
- lead the Chinese program with five levels of Chinese classes, to organize team meetings, to coordinate the articulation of the curriculums, to initiate a cross-cultural exchange project, and to plan annual Chinese New Year celebration events.

Chinese Language Teacher (2006-2013)

Palos Verdes High School, Palos Verdes Estates, CA

Responsibilities:

- Taught Chinese language and culture to students of diverse ages and abilities.
- Taught Advanced Placement (AP) classes and prepared students for the AP Chinese Language and Culture exam
- Worked as an advisor for Chinese Honor Society, with specific focuses on fostering student leadership and organizing social and cultural events.
- Developed and implemented a language and culture learning program granted by National Security Language Initiative for Youth (NSLI-Y), U.S. Department of State, to take students to study in China for 6 weeks.

Student Teacher, Long-term Substitute Teacher, Foreign Language Assistance Program Teacher (FLAP) (2004-2006)

Los Molinos Elementary School, Hacienda Heights, CA

Responsibilities:

- Taught EL and new immigrants in New Comers Class (2nd to 5th grade).
- Taught Chinese language and culture for intermediate class (2nd to 5th grade) in Foreign Language Assistance Program (FLAP).
- Completed student teaching in a 2nd grade class with EL and RSP students.

(Working & Teaching Experience Continued)

Chinese Language Teacher (2000-2007) & Assistant Principal (2001-2002)

Tzu-Chi Academy, Irvine, CA

Responsibilities:

- Developed and implemented intermediate-level Chinese language curriculum.
- Taught Chinese level 7 class for 7th to 10th graders.
- Planned, controlled, and directed instructional affairs for 400 students and 18 teachers.
- Planned and implemented teacher recruitment, professional development, and evaluation as well as evaluated student learning outcome.

Lecturer in Food and Beverage Department (1996-2000)

National Kaohsiung University of Hospitality and Tourism (formerly named National Kaohsiung Hospitality College), Kaohsiung, Taiwan

Responsibilities:

- Offered varied courses in the department, such as information system using in the restaurant business, purchasing for food and beverage industry, and banquet management.
- Authored a college-level textbook, entitled: “**Purchasing for the Food and Beverage Industry.**”

ADDITIONAL PROFESSIONAL EXPERIENCE

Reader & Table Leader of Free Response Sections of AP Chinese Language and Culture Exam for Collage Board **(2008-2013 & 2017-18)**

Mentor Teacher for Beginning Teacher Support and Assessment Induction Program (BTSA), a state-funded program co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) **(2011-2013)**

Mentor Teacher of 5 Student Teachers from Loyola Marymount University, California State University in Long Beach, and California State University in Dominguez Hills **(2008-2013)**

Chinese Language Teacher for STARTALK Student Camp Program Organized by Brigham Young University **(2014)**

Lead Teacher for STARTALK Chinese Teacher Training Program Organized by Southern California Council of Chinese Schools **(2011)**

Chinese Language Teacher for STARTALK Student Camp Program Organized by University of Hawaii at Manoa **(2007)**

CURRICULUM VITAE

Anne V. Lair

Associate Professor/Lecturer of French

University of Utah (USA)

Department of World Languages and Cultures

French Bridge Curriculum Director

Secondary French Dual Immersion Program State Coordinator (9th grade)

Second Language Teaching and Research Center

University of Utah

Phone: (319) 296-6622

E-mail: anne.lair@utah.edu

AREAS OF SPECIALTY

- The teaching of culture
- Dual Language Immersion (French)
- Pedagogy
- Cultural history
- Cultural aspects of the French business world
- French literature
- The symbolism of culinary art in French culture, literature, and art

EDUCATION

Ph.D. The Ohio State University, June 2003

Fields: 19th-century French Literature, Contemporary French Culture,

Dissertation: "Les arts de la table: nourriture et classes sociales dans la littérature française du XIX^e siècle." Director: Prof. Jean-François Fourny

M.A. The Ohio State University, June 1998 Field:

French Literature

B.A. University of Wisconsin-La Crosse, May 1996 Field:

French Literature

Anglophone Studies

Université François Rabelais, Tours, France 1988-1991

PROFESSIONAL RECOGNITION

- Awarded as Chevalier dans l'ordre des *Palmes Académiques* by the French Embassy and French Consulate in San Francisco in recognition of the contribution to the French language and culture, (May 31st, 2017).
- *The Language Educator* "spotlight on..." ACTFL Publication, (February 2014).
- Recipient of the 2013-2014 Utah Foreign Language Association teacher of the year award at the post-secondary level (received in January 2014).
- Recipient of the 2012 ACTFL/Nelson Brooks Award for the Teaching of Culture, Philadelphia, PA, November 16, 2012.
- Nominated by the Central States Conference for Foreign Languages Board of Directors for the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture (Spring 2011 and Spring 12).
- Nominated for the Central States Conference on the Teaching of Foreign Language Board of directors (Fall 2010).
- Nominated for the College of Humanities and Fine Arts University Book and Supply Outstanding Teaching Award (Fall 2005), (Fall 2008).
- Recipient of the Outstanding Educator of the Year at the University Level, for Foreign Languages, granted by the Iowa World Language Association (Fall 2008).
- "Best of Iowa" alternate presenter, granted by the Iowa World Language Association (Fall 2007)

- Nominated for the Outstanding Educator of the Year at the University Level, for Foreign Languages, granted by the Iowa World Language Association (Summer 2007).

ACADEMIC POSITIONS

Director of the French Basic Language Program

- Department of World Languages and Cultures, University of Utah, Salt Lake City, UT July 1, 2012-present.

French Bridge Curriculum Director

- Second Language Teaching and Research Center (July 1st 2017-present).

Secondary State Coordinator French Dual Language Immersion

- Utah State Board of Education (July 1st, 2014-June 30th 2017)

Associate Professor of French

- Department of Languages and Literatures, University of Northern Iowa, Cedar Falls, IA August 2003 (2010)-June 30, 2012.

Graduate Teaching Assistant of French

- Department of French and Italian, The Ohio State University, Columbus, OH, September 1996-July 2003.

Individualized Instruction (self-paced, mastery-based alternative to classroom instruction):

- French I-IV
- Introduction to Reading of Literary and Cultural Texts (FRN 201)

Teaching apprenticeship (Springs 2001 and 2002):

Introduction to the Study of Contemporary French Culture (FRN 440) with Professor Jean-François Fourny. Assisted Professor Fourny in writing the class syllabus, quizzes and exams, grading papers, teaching the courses on several occasions, ordering and selecting multimedia material and resources. As part of the course, I prepared the syllabus for a contemporary French culture course that I would like to teach.

Graduate Research Assistant in French and Co-director of the French MultiCAT test project

(2000-2003)

The Foreign Language Center, The Ohio State University, Columbus, OH, September 1997-July 2003 The MultiCAT project is a large-scale project originally funded by the US Department of Education (Fund for the Improvement of Postsecondary Education) for the design and development of multimedia computer-adaptive tests in French, German, and Spanish. The item banks for French include over 1,000 items at present.

Responsibilities: Selection of texts, evaluation of items, securing permissions, organizing and maintaining database for the more than 1000 items, scanning images and texts, communicating with general project director, working with psychometrician, setting up tests for calibration and pilot testing, oversight and quality control of items, both on and off screen.

OTHER PROFESSIONAL EXPERIENCE

- French country specialist for the cultural training, Aperian Global Cy (May 2010-present).
- Consultant for the Dual Language Immersion French program, Utah State Office of Education (August 2013-June 2014).
- Permissions Manager for *Interaction*, *Bravo*, and *Je veux bien* textbooks. Heinle and Heinle, MA.
- Recording of vocabulary pronunciation practice for *Invitation au monde francophone* (Summer 2000)

TEACHING

Language courses:

- Developing, teaching and writing materials for all French language courses (1010-3060), University of Utah
- Developing, teaching and writing materials for all French language courses (first 4 semesters), University of Northern Iowa

Undergraduate: *Courses taught in the classroom and on-line [WebCT and Iowa Computer Network]

- The teaching of culture (3910) Fall 2015
- Business French (4510) Spring 2013, 2014, 2015

- Intensive Grammar (3040), Fall 2012, 2013, 2014, 2015
- Culture and Civilization (3910) Fall 2013
- Symbolism of Food in France and the Francophone world (4560) Fall 2012
- Constructing Cross Cultural Bridges, capstone (159) May 2012
- Godard, French Cinema and the 1960s Counterculture, co-taught with Dr. Tracey
- Studies in French Culture with taught with a teaching assistant (720:086)
- Intermediate French (720:011) supervised the practicum course (720:012)
- French composition (720:051) supervised the practicum course (720:061)
- Introduction to French literature (720:104)
- *Stylistics (720:105g)
- *From Colonialism to Socialism: France and the Francophone world, co-taught with Dr. Heistad (720:121g)
- *French civilization (720:124g)
- *Contemporary France culture (720:125g) 1 to 2 sections
- Food Symposium: Paris and its food in the 19th century (720:186)
- Introduction to translation (720:185g)

Graduate: *Courses taught in the classroom and on-line [WebCT and Iowa Computer Network]

- *French culture and civilization (720: 124g and 125g)
- Godard, French Cinema and the 1960s Counterculture, co-taught with Dr. Tracey
- *Foreign Language Tête-à-Tête Mentoring during Spring 2008, Spring 2009, Spring 2010, Spring 2011 (700:133g)
- Problems in French translation (720:225)
- Surveys of French literature I and II (720:270 and 271)
- *French literature and poetry, co-taught with Dr. Vernescu (720:286)
- *Colonialism, Socialism, and Post-Independence Understanding Contemporary French and Francophone Cultures, co-taught with Dr. Heistad (720:289)
- The great literary movements (720:289)
- The evolution of the French novel (720:289)
- *Critical issues in contemporary France (720:289)
- Paris throughout 19th-century French literature (culture and literature) (720:289)
- Main authors of the Loire valley, France (720:289)
- *Famine and abundance from the Middle Ages to 1789 (720:289)

Individualized instruction:

Undergraduate:

- French Culture and Grammar (Fall 2005, Fall 2006)
- Studies of French Language and literature (Spring 2006)
- French Civilization (Spring 2007)

Graduate:

- Teaching methodology (720:285) (Spring 04)
- Studies in French Stylistics (Spring 2006)
- Studies in French Culture (Fall 2006)
- Studies in French Culture and Literature (Spring 2009)

Master's research papers directed:

- Diane Leslie: La présence de Guy de Maupassant dans les premiers contes de Willa Cather
- Heather Stutzman: Les rôles de la femme au 19^e siècle d'après *Madame Bovary* de Gustave Flaubert et *Une Vie* de Guy de Maupassant

- Gary Roy: La critique de la civilisation occidentale et la recherche d'un héros positif dans *L'Immoraliste* d'André Gide
- Ramona Armour: La transformation de la ville de Paris par le Baron Haussmann sous le Second Empire
- Elizabeth Glasnapp: Le réalisme et l'établissement du roman comme genre littéraire sous la France du XIXe siècle
- Kim MacDonald: La classe prolétaire à travers la littérature française du dix-neuvième siècle
- Laura Mawdsley: L'évolution de Paris à travers le développement des Halles
- Lauren Montgomery: La cuisine française pendant le XVIIe siècle
- Masha Sedova: La critique de l'Eglise catholique dans le roman de Denis Diderot *La Religieuse*
- Amy Storer: Les femmes sous l'Occupation et la Résistance
- Boukary Sawadogo: La Francophonie politique et diplomatique
- Maxim Glebov: La naissance d'une puissance ferroviaire
- Belinda Potoma: Les deux Jean-Baptiste: deux bourgeois qui charment le monde des gentilshommes: leur époque et leur collaboration
- Kelly York: Les mouvements de résistance en zone sud et leur unification sous Jean Moulin
- Jeanne Hilton: Les Salonnières de L'Age d'Or
- Anastasia Vasilyeva: Nicolas Sarkozy et le secteur audiovisuel des médias de masses
- Nicole King: Les relations actuelles entre la France et l'Afrique Francophone
- Anita Ehmsen: Les groupes persécutés en France pendant la Résistance
- Juliana Codorniz: L'homme noir : L'initiation et le monde blanc dans *L'Enfant noir* de Camara Laye et *Black Boy* de Richard Wright
- Jason Hobbs: L'intégration en France: D'où vient le problème et comment le résoudre?
- Teryl Scott: L'Islam, le débat sur l'identité nationale et l'interdiction du voile intégral en France
- Rebecca Rondon: La France et sa couverture sociale
- Ekatarina Bolshakova: Féminité et Masculinité: Politique et Langage
- Tatiana Rygalina: La Russie, un pays francophone et francophile

Master's research papers, second reader:

- Sharon Meihlan-Sweet
- Melisa Eick
- Marianne Ryan
- Laura Ostertag
- Connie Abner
- Linda Rowland
- Catherine Baron
- Catherine Drouin

SCHOLARSHIP

MONOGRAPH

- Anne V. Lair (November 2010). *Les arts de la table: Représentations et mises en scène culinaires dans le Paris du XIXe siècle*, Bénévent Publisher, France.

TEXTBOOKS AND ANCILLARY MATERIALS

- Anne V. Lair (forthcoming 2019). *Liaisons*, 3rd edition (co-author, with Wynne Wong, Bill Van Patten, Stacey Weber-Fève) Boston: Cengage Learning
- Anne V. Lair (January 2017). *Encore*, 1st edition (co-author, with Wynne Wong, Bill Van Patten, Stacey Weber-Fève) Boston: Cengage Learning
- Anne V. Lair (June 2005). *Invitation au monde francophone, 2nd edition* (co-author, with Gilbert Jarvis, Thérèse Bonin, and Diane Birckbichler). Boston: Heinle & Heinle (Thomson Learning)
- Anne V. Lair (June 2005). Video manual to accompany *Invitation au monde francophone, 2nd edition* (co-author, with Diane Birckbichler). Boston: Heinle & Heinle (Thomson Learning)
- Anne V. Lair (June 2005). Instructor's resource manual to accompany *Invitation au monde francophone, 2nd edition* (co-author, with Gilbert Jarvis, Thérèse Bonin, and Diane Birckbichler). Boston: Heinle & Heinle (Thomson Learning)
- Anne V. Lair (June 2005). Workbook / Lab manual *Invitation à écouter, à lire et à écrire* to accompany *Invitation au monde francophone, 2nd edition* (co-author, with Gilbert Jarvis, Thérèse Bonin, and Diane Birckbichler). Boston: Heinle & Heinle (Thomson Learning)
- Anne V. Lair (2000). Instructor's Research Manual to accompany *Invitation au monde francophone*

- Anne V. Lair (2000). Video Manual to accompany *Invitation au monde francophone* (with J. Hall). Dallas: Holt, Rinehart, Winston.

Co-Edited Essay Cluster

- Anne V. Lair (Spring 2006). *Falling Into Medievalism*. Special Forum essay cluster co-edited with Richard Utz, published in *UNiversity of Northern Iowa Journal of Research, Scholarship, and Creative Activity*.

Journal Articles (refereed)

- Anne V. Lair (Fall 2010). «Mise en scène culinaire: Le repas de fête de Gervaise dans *L'Assommoir*», published in *Philologie im Netz*, 54 (2010), (1-20).
- Anne V. Lair (Spring 2009). “‘Ratatouille’: A historical approach towards gastronomy,” published in the volume *Diverse by Design* in the *Central States Conference Report*, ed. by C. Gascoigne and M. Bloom, (121-30).
- Anne V. Lair (Summer 2006). «La sphère publique: l’émergence des restaurants en France au XIX^e siècle», published in *Philologie im Netz*, 37 (2006), (49-70).

Journal Article (non-refereed)

- Anne V. Lair (Spring 2006). “*The History of Reynard the Fox: How medieval literature reflects culture.*” Essay published in Forum essay cluster, *Falling into Medievalism*, ed. Anne Lair and Richard Utz, *UNiversity of Northern Iowa Journal of Research, Scholarship, and Creative Activity*.
<http://www.uni.edu/universitas/archive/spring06/annelair.htm>

Teaching material (peer reviewed)

- Anne V. Lair (August 2013). Contribution on the teaching of grammar: “Learners’ interests and performance” published in *The Language Educator* (ACTFL publication).
- Anne V. Lair (Fall 2005). Course material for undergraduate courses “Food consumption during the 19th - century in Paris, France” published in *The Sociology of Food: Syllabi and Instructional Materials* by the American Sociological Association, ed. by D. Copelton and B. Lucal (72-5).

Teaching material (non-refereed)

- Anne V. Lair (June 2018). *Utah Secondary French Dual Immersion curricula* (3H, 4H, 5H), developed with Brittany Call, Rachel DeFriez, and Michèle Harward, to be published under Creative Commons.

Book chapter (refereed)

- Anne V. Lair (April 2011). “The ceremony of dining at Napoleon III’s Court between 1852 and 1870”, published in the volume *Royal Taste* by Ashgate, ed. by D. De Vooght.
- Anne V. Lair (2001). “Meeting the Needs of International TAs in the Foreign Language Classroom: A Model for Extended Training” (with C. Chalupa), published in the *Mentoring Foreign Language Teaching Assistants, Lecturers, and Adjunct Faculty*, ed. by B. Rifkin. AAUP: Boston: Heinle and Heinle 2001, (119-42).

Book reviews

- Anne V. Lair (August, 2016). *L’Acide dans la littérature*, Véronique Duche. Book review published in H-France. <http://www.h-france.net/vol16reviews/vol16no158lair.pdf>
- Anne V. Lair (Fall 2005). *French Women don’t get fat*, M. Guiliano. Book review published in October 2005 in *UNiversity of Northern Iowa Journal of Research, Scholarship, and Creative Activity*.
<http://www.uni.edu/universitas/archive/fall05/annelair.htm>
- Anne V. Lair (Fall 2004). *Personnages*, 3rd edition, (M. Oates and J. Dubois). Book review published in *The French Review*.
- Anne V. Lair (Summer/Fall 2003). *Les Collectivités locales et la culture* (ed. P. Poirrier et V. Dubois). Book review published in *Contemporary French Civilization Journal* (Vol. XXVII, 2), (422- 23)

Program review

- Anne V. Lair (Fall 2012-Spring 2013). “La France en mouvement” course developed through The French

- Anne V. Lair (Fall 2006). "The Angers Summer Institute: Forty Years and Going Strong!" Program review published in *UNiversitas: The University of Northern Iowa Journal of Research, Scholarship, and Creative Activity*. http://www.uni.edu/universitas/archive/fall06/pdf/art_lair.pdf

EXTERNAL REVIEWER

Conference

- Reviewing proposals for CARLA's Sixth International Conference on Immersion and Dual Language Education (October 2016) : *Connecting Research and Practice Across Contexts*.

Textbook

- Anne V. Lair (Summer 2007). *Personnages*, 4th edition, (M. Oates and J. Dubois) reviewer for the textbook. Boston: Wiley © 2010.
- Anne V. Lair (Spring 2007). *7e Art*, 1st edition, (D. Aldstadt and J-L Hippolyte) reviewer for the textbook. Boston: Heinle and Heinle 2008.

Article

- Anne V. Lair (March 2012). "Commensal Cultures as Soft Power Tools for The Elite in European States since Napoleon Bonaparte: Dramaturgy between Divergence and Convergence" external reviewer for the journal published by the European Institute for the History and Culture of Food (IEHCA).

Faculty

- Anne V. Lair (July 2018). External reviewer for Dr. Kathryn Lauten, Director of the French Language Program at Indiana University-Purdue University Indianapolis (IUPUI).
- Anne V. Lair (March 2014 and 2015). Evaluator of the Chateaubriand Fellowship Program Humanities and Social Sciences, for the French Embassy in the United States.
- Anne V. Lair (March 2013). "Study Abroad Learners' Development of French Pragmatic Awareness during Social Interactions with Native Speakers". Evaluator of the Chateaubriand Fellowship Program Humanities and Social Sciences, for the French Embassy in the United States.
- Anne V. Lair (November 2012). Scientific evaluation of Prof. Gamory's dossier, up for promotion, Rectorat de l'Université Catholique de l'Ouest, Angers, France.

CONFERENCES, WORKSHOPS AND TALKS

WORKSHOPS AND PROFESSIONAL DEVELOPMENTS

- "French Dual Immersion at West", hosted by the French Consulate in Los Angeles at University of Southern California on April 7th, 2018, presented with Georgia Geerlings and Michèle Harward.
- Culture: Interdisciplinary Approach and Proficiency in the Classroom, two-day workshop given to teachers of French at the University of Utah, July 2017.
- "Engaging classrooms: Literature, Films, Culture and Project-based Learning", two day-workshop given to teachers of French at the University of Utah, July 26 and 28, 2016.
- "Rendons la culture plus interactive en salle de cours", workshop given to teachers of French at the University of Utah, July 30, 2015.
- "Comment s'exprimer en français", workshop given to teachers of French at the University of Utah, July 27, 2015.
- "Comment s'exprimer en français", workshop given to teachers of French at the University of Utah, July 30, 2014.
- "Comment enseigner la culture", workshop given to teachers of French at the University of Utah, July 28, 2014.
- "Embedding culture in the curriculum" focus presentation given at the 2014 Southwest Conference on Language Teaching on April 26, 2014, Snowbird, UT.
- "Embedding Culture in the Teaching of Culture", workshop given on November 21, 2013 (with Jean-François Duclos) at the American Council on the Teaching of Foreign Languages (ACTFL) Orlando, FL.
- "From good to excellent in French immersion classroom" presentation given on October 2, 2013 to French Immersion teachers.
- "How to motivate our students in the French classroom", workshop given on August 19, 2013 to the Davis

School District, Farmington, UT. Integrating culture in the language curriculum, workshop to be given at the Annual Utah Dual Immersion Institute (August 7 and 8, 2013).

- French Language Teacher Immersion Workshops given at the University of Utah (July 30 and August 2, 2013), organized by the Second Language Teaching and Research Center.
- Université d'été: "Comment enseigner la culture contemporaine française" workshop given in Chicago for teachers of French (June 26-28, 2013), organized by the French Consulate of Chicago.
- "How to teach culture: from stereotypes to authentic materials", presented on April 25, 2009, at the 5th annual mentoring session Tête-à-Tête, University of Northern Iowa.
- « France 2 et TV5, deux sites utiles pour l'enseignement du français » presented on April 28, 2007 at the 3rd annual Mentoring Session Tête-à-Tête, University of Northern Iowa.
- "Littérature et culture: La France des années 20", presented on April 29, 2006 at the 2nd annual Mentoring Session Tête-à-tête, University of Northern Iowa.
- «Comment enseigner la culture? Et si nous disions le... 9 mai 2005», presented on March 5, 2005, presented at the 1st annual Mentoring Session Tête-à-Tête, University of Northern Iowa.
- "Life with textbooks" presentation given in Dr. Heilenman's course on Materials Development, October 21, 2004, University of Iowa.

INTERNATIONAL AND NATIONAL

- "Training, Mentoring and Empowering Dual Language Immersion Teachers", to be presented at the American Council on the Teaching of Foreign Languages (ACTFL) 2018 with Georgia Geerlings and Michèle Harwards, in New Orleans, LA.
- "Lead with Culture and Everything Else Will Follow", to be presented with Wynne Wong, and Stacey Weber-Fève to Rencontre sur l'enseignement des langues (ReEL 2018), Montreal, Canada, Montreal, Canada.
- "Roadmap through the immersion continuation program K-16" presented at the American Council on the Teaching of Foreign Languages (ACTFL) 2017 with Georgia Geerlings and Michèle Harward in Nashville, TN.
- "The Role of Articulation in Language Learning" presented at the American Council on the Teaching of Foreign Languages (ACTFL) 2016, with Wynne Wong and Stacey Weber-Fève in Boston, MA.
- "Transitioning from elementary to middle school" presented at the 6th International CARLA conference (October 2016) with Jill Landes-Lee and Lucia Rubio.
- «Comment concrétiser l'enseignement de la culture dans le curriculum en immersion et au niveau AP», webinar given on April 5th 2016, through the French Embassy and the University of Utah.
- "Engage Students, Transform the Lesson: Where Culture and Language Connect", presented at the American Council on the Teaching of Foreign Languages (ACTFL) 2015, with Wynne Wong and Stacey Weber-Fève.
- «Séminaire fédéral sur l'enseignement bilingue francophone aux Etats-Unis 'Faire réseau' », panel moderator, Friday 30, October 2015.
- "Culture in 3-D: Book, Film and Beyond", presentation given in July 2015 (with Wynne Wong and Stacey Weber-Fève) at the American Association of Teachers of French, in Saguenay, Québec.
- "Culture in 3-D: Book, Film and Beyond", presentation given on November 23, 2014 (with Wynne Wong and Stacey Weber-Fève) at the American Council on the Teaching of Foreign Languages (ACTFL) San Antonio, TX.
- "Utah French Dual Language Immersion: Bridging Academics and French/Francophone Communities" presentation given on October 16, 2014 at the 5th annual national conference on immersion, Salt Lake City, UT.
- "Integrated Performance Assessments for Advanced level in French and Spanish" presentation to be given on November 23, 2013 (with Lucia Rubio) at the American Council on the Teaching of Foreign Languages (ACTFL) Orlando, FL.
- "Nourriture du palais, nourritures de l'esprit: de l'âge d'or des restaurants à nos jours", presented on July 6, 2012 at the American Association of Teachers of French (AATF) Chicago, IL.
- "Connecting Pre-K-16 and Pre-Service Foreign Language Teachers through Mentoring", presented on November 19, 2010 at the American Council on the Teaching of Foreign Languages (ACTFL) Boston, MA.
- "France: Examples of Food Courts during the Second Empire", presented on February 28, 2008, at the European Social Science History Conference (ESSHC) in Lisbon, Portugal.
- "Think outside the book: Gaining cultural competence through Web exploration" presented on November 20, 2004, at the American Council on the Teaching of Foreign Languages (ACTFL), Chicago. Presentation also given on February 17, 2005, on WebEx.

- “Nourriture et classes sociales dans *A vu-l'eau* de Joris Karl Huysmans.” February 2000, Food Representation in Literature, Film and the Other Arts Conference, University of Texas at San Antonio, TX.

REGIONAL

- “Comfort food and *antidépresseurs*” presented on November 8, 2013 at the Midwest Modern Language Association Conference, in Milwaukee, WI.
- “*L'auberge espagnole*, or the use of IPA in French grammar and culture” presented on April 5, 2013 at the Southwest Conference on Language Teaching, in Henderson, NV with Lucia Rubio.
- “French Education through *Le Petit Nicolas* Books and Movie” presented on March 16, 2013 at the Central States Conference on the Teaching of Foreign Languages, in Columbus, OH.
- “*The Belly of Paris*: Conversing, trading and consuming” presented on November 9, 2012, at the Midwest Modern Language Association Conference, in Cincinnati, OH.
- “Paris through its monuments from 1789 to 1889”, presented in March 2010 at Central States Conference on the Teaching of Foreign Languages, in Minneapolis, MN.
- ““Ratatouille” connecting French culture to a culinary experience”, presented on March 20, 2009 at Central States Conference on the Teaching of Foreign Languages, in Chicago, IL.
- “Cartoon Comic Strips as Window to French Culture”, presented on March 10, 2007, at the Central States Conference on the Teaching of Foreign Languages, in Kansas City, MO.
- “The Public Sphere: The Emergence of Restaurants during the 19th-Century, France.” October 2002, Midwest Modern Language Association (MMLA), Minneapolis, MN.

STATE

- “From General Education to (Beyond) Language Requirements”, presented at the Utah Foreign Language Association, on February 15, 2017 at Weber State University, UT.
- “Embedding culture in language courses”, presented at the Utah Foreign Language Association, on February 18, 2016, at Utah Valley University, UT.
- “The importance of Culture in the AP language program”, presented at the Annual Utah Dual Immersion Institute on August 6, 2015, and August 2, 2016.
- ““French: a practical and fun language to learn” presented at the 26th Annual 300th Military Intelligence Brigade (Linguist) Language Conference on March 7, 2015.
- “Culture in French Language Courses: Make it fun and useful!” presented at the Utah Foreign Language Association on 19 February 2015, Weber State University, UT.
- “Acquérir, retenir et étoffer ses connaissances en français”, presented at the 25th Annual 300th Military Intelligence Brigade (Linguist) Language Conference on March 8, 2014.
- «Ces meubles qui nous entourent», presented at the Iowa World Language Association, in October 2011.
- «Une journée à la Cour de Louis XIV», presented at the Iowa World Language Association, in October 2010.
- «La Tour Eiffel, Notre Grande Dame!», presented at the Iowa World Language Association (IWLA), on October 9, 2009.
- ““Ratatouille”: Exemple typique de la culture française”, presented at the Iowa World Language Association (IWLA) on October 4, 2008.
- «‘Les Triplettes de Belleville’ ou comment les Français et les Américains sont perçus» presented at the Iowa World Language Association (IWLA) on October 6, 2007.
- «Nos ancêtres les Gaulois ou comment Astérix reflète la culture française », presented on October 6th 2006 at the Iowa World Language Association, (IWLA), Dubuque, IA.
- «Comment le système éducatif est-il perçu en France de nos jours?», presented on October 8th 2005 at the Iowa World Language Association, (IWLA), Dubuque, IA.
- “A la recherche de la culture : Allons plus loin que le livre”, presented on October 2, 2004, at Iowa World Language Association (IWLA), Des Moines, IA.

DEPARTMENTAL TALK

- “From Culture to the Classroom”, work in progress presented to the World Languages and Cultures faculty on February 22, 2018.
- “The Teaching of Culture: Evolving towards Proficiency” presentation given on December 7, 2012 for the L2TReC, University of Utah, UT.

PROFESSIONAL GRANT

- \$1,000 Face grant attributed by the French Embassy in the USA for “French Bridge” (November 2017).
- \$1,500 “French and Francophone Film Tournée in Salt Lake City, UT”, Undergraduate Experts in teaching (USET), Fall 2013-Spring 2014.
- Travel Grant Awarded by the Academic Affairs Council, UNI, to teach the Capstone course 159, May 2012 (\$641).
- Carver Grant awarded by the University of Northern Iowa, to develop a course on the symbolism of food from the Middle Ages until 1789, summer 2005 (Amount: \$1,200).

ADMINISTRATIVE and SUPERVISORY EXPERIENCE

- Director of the French language program (lower courses), University of Utah (July 2012-present)
- Director of the French studies, University of Northern Iowa - CHFA (Fall 2011-Spring 2012)
- Coordinating and supervising the French language program (French 1-4) (Fall 2004-Spring 2012)
- Co-Directing (with Dr. Storm) the Annual State-Wide Foreign Language Tête-à-Tête Mentoring Session (Spring 2005- 2011).
- Initiated the Annual State-Wide Foreign Language Tête-à-Tête Mentoring Session in Spring 2005.
- Directing the Summer Institute for teachers of French in Angers, France, (2008-2010).
- Directed 24/36 master's research papers (Spring 2004-2012).
- Acted as second reader for 8/36 master's research papers (Spring 2004-2012)
- Graduate advisor of the French section (on campus and long distance students), Department of Modern Languages, University of Northern Iowa, (Fall 2004-Spring 2012).
- Contributing to the French curriculum both undergraduate and graduate level (Fall 2003-Spring 2012).
- Recruiting for UNI (UG and G) programs and the Angers summer institute (G) (Fall 2003-2010).

SERVICE

At the departmental level

- Portuguese Lecturer position, search committee, Department of Languages and Literature, University of Utah (Spring 2015)
- Liaison between the L2TREC and the Department of Languages and Literature, University of Utah, (Fall 2012 and Spring 2013)
- Liaison between the French section and the Dual Language Immersion (French) in UT
- Chair, Conference on the State of K-12 Language Education in Iowa (April 9, 2011)
- Chair, search committee for German assistant professor (Fall 2010)
- Chair Scholarship Committee, Department of Modern Languages, University of Northern Iowa, Fall 2009-present, member Spring 2004, Spring 2006, Spring 2008, Fall 2008-present.
- Teaching in the Summer Institute in Angers, France, the graduate program at the University of Northern Iowa, (Summer 2004- 2010)
- MA Committee member of the French section at University of Northern Iowa, (Fall 2003-Spring 2012).
- Chair 24 MA comprehensive exams (Fall 2004-Spring 2012).
- UNI Faculty representative for the Regents program in Lyon, France, (September 2003-2008).
- Representative for the DML at the Iowa World Language Association, (October 2003-2011).
- Goals committee, Department of Modern Languages, University of Northern Iowa, (Fall 2005-2011).
- Recruiting committee, Department of Modern Languages, University of Northern Iowa, (Fall 2005-Fall 2011).
- Established and organized the National French Week on the UNI campus for UNI and also for the North University High School in November 2004, November 2006, November 2007, November 2008, and November 2009.
- Faculty Advisor of the French Club, Department of Modern Languages, University of Northern Iowa, (Fall 2003-Spring 2012).

At the college and university levels

- Academic Senate, University of Utah (2017-2020)
- Initiated webinars for French teachers nationwide, in collaboration with the French Embassy and the Centre de Langues Appliquées, Besançon, France.
- Initiated the discussion for the DELF (Diplôme Élémentaire de Langue Française) testing center at the University of Utah (Fall 2012-Spring 2013)
- Head search committee for the Department of Languages and Literatures, University of Northern Iowa (Spring 2012)
- Member of the Constituent Assembly, Department of Languages and Literatures, University of Northern Iowa (Fall 2011-Spring 2012)
- Screener for the V annual Graduate Research Symposium, CHFA (Spring 2011)
- Diversity matters: Faculty making a difference (Spring 2009-present).
- College of Humanities and Fine Arts Diversity Committee, (Spring 2009-2012).
- Head search committee for the Department of Modern Languages, College of Humanities and Fine Arts, University of Northern Iowa, (Fall 2005-Spring 2006).
- Hearst committee, Department of Modern Languages, University of Northern Iowa, (Fall 2005-Spring 2007).
- Advisory Board for Women's Studies program, University of Northern Iowa, (August 2004-Spring 2005).

- Representative for the DML at each commencement, University of Northern Iowa, (August 2003-Fall 2010).
- Collaborated with the School of music on "French Melodies", University of Northern Iowa, (April 5, 2004). Liberal Arts Core Committee, University of Northern Iowa, (August 2003-August 2004).

At the state level

- Proficiency rater in French (UFLA)
- Local chair of the student marshals for the South West Conference on the Language Teaching, Snowbird, UT (April 2014).
- Co-president (with Dr. Zwanziger) of the American Association of Teachers of French, Iowa chapter, Fall 2010-June 2012).
- Co-organizer (with Dr. Zwanziger) and judge of the Concours Oral in Iowa for students in French (Spring 2010-2011).
- Awards committee for the Iowa World Language Association (IWLA) (Summer-Fall 2009).

At the national level

- Serving on the 2018 ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture Committee

OUTREACH

In the community

- Honorary Consul to France in Utah (April 27th, 2017 - present)
- Bringing French interns from Grenoble, France (MA2) for 2 weeks in French Dual Immersion Elementary schools (Spring 2015, Spring 2016).
- Instructor at the Friendship village on French culture (September 18 – October 23, 2008).
- "Practical French" at the University of Northern Iowa (Spring and Fall 2007).

Nationally

- Collaborating with the French Embassy, Washington D.C. on academic projects.

CERTIFICATION

- Oral Proficiency Interview (ACTFL), certified on October 7, 2016
- Tester for the Diplôme Élémentaire de Langue Française (DELF) A1-B2 (January 2013-2016)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- Alliance Française, President (July 1st 2014 – June 30, 2017) Salt Lake City, UT
- Utah Accueil, Officer (FIAFE), Salt Lake City, UT
- American Council on the Teaching of Foreign Languages
- National Association of District Supervisors of Foreign Languages
- American Association of Teachers of French
- Utah Foreign Language Association
- Modern Language Association
- Midwest Modern Language Association (Fall 2002-Spring 2014)
- Iowa World Language Association (Fall 2003-Spring 2012)
- Pi Delta Phi
- Golden Key

LANGUAGES

French: Native speaker, Superior level (ACTFL rating)

English: Near-native speaker

Spanish: Intermediate level (speaking, reading, writing and listening)

German: Basic level

Jill Landes-Lee
8737 Hidden Oak Drive
Cottonwood Heights, UT 84121
801.558.0498
jill.landes-lee@utah.edu

EDUCATION AND DEGREES

Ed.D. doctorate candidate, Educational Leadership and Policy. University of Utah.
Salt Lake City, UT.

M.Ed. Educational Leadership and Policy, Administrative Endorsement. University
of Utah. Salt Lake City, UT. 2006

ESL Endorsement. NUCC/Murray School District Program. 2004

Teacher Certification –Spanish K-12 / English 6-12. Montana State University-
Bozeman. 1998

B.A. English. University of Wisconsin-Madison. 1992

- Graduated cum laude
- Certificate in Integrated Liberal Studies (ILS)
- Study abroad semester, Florence, Italy
- ILS Travel Scholarship awarded for fiction writing

ADMINISTRATIVE AND PROFESSIONAL EXPERIENCE:

Publications

Landes-Lee, J. (January 2016). Utah's dual language immersion model: A K-12 program with a
K-16 vision. *Utah Association of Secondary School Principals (UASSP) Impact Journal*.

Professional Presentations

- 2017 *Active Reading Strategies to Reach AP Proficiency Targets.* (Landes-Lee, Rubio, L)
ACTFL. Nashville.
- 2017 *Building and Articulated K-16 Pathway for Advanced Language Study: The Utah Bridge
Program- Grades 10-12.* (Landes-Lee, Rubio) ACTFL webinar.
[ACTFL Webinar K-16 Pathway](#)
- 2017 *Secondary DLI Continuation with a K-16 Lens.* (Lair, Landes-Lee, Rubio. L). CARLA.
Minneapolis.
- 2016 Building university-high school partnerships for advanced language pathways in Utah.
(Landes-Lee) ADFL Summer Seminar, Monterey, CA.
- 2016 *Supporting secondary immersion pathways.* (Landes-Lee). Sixth International
Conference on Immersion and Dual Language Education, CARLA. University of
Minnesota.
- 2016 *Plenary session: Building a K-16 model for language acquisition.* (Landes-Lee). Flagship
Language Acquisition Summer Conference.
- 2015 *Plenary session: Dual Language Immersion continuation for grades 7-9.* (Landes-Lee).
Flagship Language Acquisition Summer Conference.
- 2015 *Plenary session: Structuring supports for secondary immersion?* (Landes-Lee). Annual
Utah Immersion Conference for Administrators.
- 2015 *Teacher-driven professional learning through lesson study model.* (Landes-Lee). ACTFL
Annual Convention. San Diego, CA.
- 2014 *Facilitating, sustaining and capitalizing on a proficiency-driven culture for high-quality
language programs.* (Landes-Lee). Flagship Language Acquisition Summer Conference.
Utah.

- 2014 Education Consultant: Student Global Leadership Summit. Shanghai and Beijing, China.
- 2013 *Globalization*. TedX (TEDTalk). Canyons School District, Sandy, UT.
- 2012 *Promoting teacher leadership through data-based decision making*. ACTFL Annual Convention. Denver, CO.

**Secondary Dual Language Immersion (DLI) Bridge Director: University of Utah, Secondary Language Teaching and Research Center (L2TReC)
Salt Lake City, UT, 8/14 – present**

- Direct state higher education team; focus on research-based strategies for professional development, coaching, and evidence-based instruction
- Develop state-wide K-16 instructional framework and instructional sequencing for advanced level language pathways in Spanish, French, Chinese
- Facilitate state committee for higher education to develop upper division university Bridge Project language course work in the high school setting (SUU, Dixie, UVU, BYU, U of U, Weber State, USU)
- Develop and implement a state secondary DLI professional development model: set instructional priorities, blend workshop format and Lesson Study cohort format
- Communicate and coordinate with all stakeholders: parents, teachers, building and district administrators, school boards, superintendents, state DLI directors, USOE, UHEA, State Legislature
- Promote leadership within districts to support the DLI program; structure leadership training for teachers and district coordinators
- Attend and present at national conferences: F-LAN, SWCOLT, ACTFL

**K-16 District Specialist: Canyons School District Office
Sandy, UT, 4/08 – 8/14**

- Actively promoted teacher leadership: empowered teacher teams with a problem solving protocol and data-based decision making protocol to collaboratively make district level decisions on policy and practices
- Coordinated curriculum mapping and common performance-based assessments for level 1-AP languages, aligned to ACTFL proficiency standards and Utah standards
- Implemented and supported district-wide Performance Writing and Speaking Assessments based on ACTFL scale; created district-wide performance writing rubric
- Worked with Human Resources to improve screening protocol for secondary DLI candidates; participated in candidate interviewing and selection
- Facilitated professional learning cohorts to consistently build capacity in language methodology and assessment
- Fostered constituent feedback after professional learning sessions, continually utilized feedback to improve practice and services
- Analyzed and disaggregated data to inform teachers supports and allocation of resources (ACT, AAPPL, SAGE)
- Coordinated teacher supports for ELA Core and Senior Capstone

Project implementation; conducted walkthrough observations and coached teachers on implementation

- Utilized evidence-based research to create professional learning opportunities for ELA and World Languages

Administrative Internship: Hillsdale Elementary School, Granite District, West Valley City, UT. 6/05 – 7/05

- Focus on equity audit of ESL program; collaborated with administration and literacy coach to develop alternative schedule and program model to increase effective ELL support within regular classrooms, led professional development on changes in ESL support, mentored and coached ESL teachers

Administrative Internship: Hillcrest Junior High School, Murray, UT 1/06 – 3/06

- Focus on school-wide reading skills and interventions: trained cross-curricular reading methods, and services for students reading below grade level

Teacher- Spanish and English:

Murray High School, Murray, UT. 8/07 – 6/09

Hillcrest Junior High School, Murray, UT. 8/02 – 6/08

- District Level Committees and Projects
 - Murray Dual Language Immersion Elementary School Committee (2008-9)
 - Wasatch Front (tri-district) alignment of foreign language curriculum (2007-8)
 - Murray District Assisted Education Committee (2006-7)
- Department Chair—Foreign Languages (2005-6)
- Team Leader—9th Grade Team (2006-7, 2007-8)
- School Improvement Committee (State Accreditation)
- Literacy Intervention supports:
 - DIBELS, CBM training, Response to Intervention training
 - Worked for transition of literacy data from elementary to junior high: attended district-level literacy meetings, proposed early identification of struggling 7th grade readers, increased awareness of achievement gaps in reading by demographic group
 - Conducted equity audit of literacy achievement for grade 7 transitioning students
- Special Education: addressed inequity issues for assisted education students in world language classrooms; co-taught English lessons with special educator

Teacher- Elementary K-6 Spanish:

Whittier Elementary School, Bozeman, MT. 8/99 – 6/00

Hawthorne Elementary School, Bozeman, MT. 1/99 – 6/99
Cottonwood Country School, Bozeman, MT. 9/97 – 6/99

- Designed curriculum for grant-funded elementary Spanish program
- Collaborated and co-taught with all classroom teachers, grades K-6, to integrate state curriculum into Spanish instruction (bilingual immersion method)
- Led community support and informed public about elementary foreign language programs: wrote monthly newsletters, organized community culture and language festivals, collaborated with university professors on community outreach

Teacher- High School Spanish, English, Music, Theater: Bootstrap Ranch High School, Belgrade, MT. *10/00 – 6/02*

- Instructed low-income, high school students from New York, Houston, Denver, and Miami in a residential high school setting
- Developed curriculum, English 9-12 and Spanish, to meet state requirements and address needs of youth in poverty

Teacher, English as a Second Language: ACE Language Institute, Bozeman, MT. *7/00-8/00*

Bilingual English/Spanish Teacher: Copán, Honduras. *5/99 – 6/99*

Lucia Rubio
919 Third Avenue
Salt Lake City, UT
84103
E-mail: lucia.rubio@utah.edu

EDUCATION

- M.A. in Language Pedagogy (Spanish). University of Utah, 2005.
- B. A. in Sociology, State University of New York, 1996.
- B. A. in Education, Universidad de Oviedo, Spain, 1994.

CERTIFICATIONS

- OPI Full Tester Certification (January 2017).
- AAPPL Certified Tester examiner (March 2016)
- 2012 Instituto Cervantes Examiner. Levels: A1, A2, B1, B2, C1, C2
- Professional Educator License, State of Utah. Level 1, Secondary Ed/Spanish.

EMPLOYMENT

- **2016-2017**. CLAC coordinator University of Utah. Identify possible courses, meet with professors, and instructors. Communicate with each department to open and schedule CLAC courses. Observe CLAC classes and meet with instructors to offer feedback.
- **AP July, 2016** reading/examiner. Part of the team that graded AP Spanish Language exams
- **2015-present** DLI (Spanish Dual Language Immersion) Secondary Team. Developing assessment and curriculum for the Utah DLI public schools. In charge of all 9th grade 5H/DLI (AP) teachers in the State of Utah.
- **2005-Present**, Adjunct Instructor (Lecturer) and Teaching Major and Minor Advisor, Dept. of Languages and Literature, University of Utah. Coordinator of SPAN 3060 (three sections per semester).
- Academic advisor for Spanish Teaching Majors and Minors. Instructor of SPAN 5320, which includes placement of majors/minors for practicum in high schools and on site observations in schools across Salt Lake Valley.
- Review and approval of Spanish credits taken abroad.
- DELE representative at the University of Utah and in charge of administering DELE exams.

- **2004-2005**, Spanish teacher, Judge Memorial High School.
Teacher of grades 10-12. I organized and supervised a community-based component for the Spanish courses in which high school students work with Spanish-speaking students at Jackson Elementary on their reading and writing skills.
- **2002-2004**, Spanish Adjunct Instructor, University of Utah
Teaching beginner and intermediate Spanish classes.
- **2000- 2002**, Adjunct faculty at Southern Oregon University.
Taught Spanish (Beginner, Intermediate)
Developed and taught an accelerated computer assisted Spanish class for first year Spanish students.
- **1997-2000**, Park School of Buffalo.
Spanish Teacher. Grades 8-12 and Advanced Placement courses.
Organized and coordinated exchange program with Spain. School representative for AFS student exchanges. Upper School advisor.
- **1996-2000** Instructor of Spanish, State University of New York at Buffalo.
Beginning and intermediate level courses of Spanish language and culture.
Designed and taught an intermediate course of Spanish for Health Related Professions.
- **1997** Research Assistant, Hispanics United of Buffalo.
Conducted a three-month-long study on domestic violence among Hispanic families.

PUBLICATIONS

The Language Educator, Volume 12. *Empowering Students Through Project Based Language Learning*, November 2017.

Accepted chapter of book in the National Foreign Language Resource Center book on *Project-Based Language Learning*, February 2018.

Co-author of *Tercer Milenio*, Advanced Grammar and Composition textbook on line. Used in the University of Utah third level Spanish. (2009)

Conference Proceedings. V Congreso Internacional FIAPE. Spain 2014

CONFERENCES (presentations).

1. SWCOLT February, 2018, *Using Cornell Notes to Facilitate Interpretive Communication*.
2. UFLA February, 2018. *Cultural awareness through Project Based Language Learning* (PBLL).
3. ACTFL, November, 2017, Nashville, TN:
 - *Active Reading Strategies to Reach AP Proficiency Targets #Lead with NCSSFL*. Jill Landes-Lee.
 - *Getting it right: Addressing accuracy in the Immersion Classroom*. Chantal Esquivias & Fernando Rubio.
4. April, 2017. Judith Liskin-Gasparo: Workshop. *Integrating Language and Literary-Cultural content in upper-division courses*.
5. January 2017, AP Workshop. Ken Stewart. DSD Davis School District.
6. October 2017, Linguafolio (Alie Moeller & Stephanie Knight)
7. NFLRC 2017, PBLL (Project Based Language Learning). Webinar. *Fundamentals of Project- Based Language Learning. Badge Received*.
8. ACTFL 2016, Boston. *Counterbalanced instruction in Dual Language Immersion classrooms* for the 2016 ACTFL Convention.
9. CARLA 2016, Minneapolis. *Secondary DLI Continuation with a K-16 Lens*.
10. Teaching Heritage Language Learners Workshop. SLC, Utah, April 1, 2016.
11. SWCOLT 2016, Hawaii, *What happens in the classroom...*
12. TEXLER. San Antonio, February 19, 2016 *Using vocabulary production and vocabulary recognition tests in Advanced Third Year University Spanish Courses*.
13. ACTFL 2015. San Diego, 2015. *The Link Between Interaction and Proficiency in Dual Language Immersion*.
14. TexFlec conference San Antonio, TX. 2015. *The role of language corpora in the development of linguistic or communicative competence*.
15. AATSP Moreno Valley, CA. 2014. *Múltiples Inteligencias*,
16. AATSP 2014 Conference on Portuguese and Hispanic Languages and Literature. *Pretérito e Imperfecto en español. Teoría de un eterno problema*.
17. V Congreso Internacional FIAPE, Cuenca, Spain, 2014. Presenter.
18. SWCOLT, Las Vegas, NV. 2013. *IPA in Advanced French and Spanish*.
19. ACTFL Orlando, FL 2013. *Integrated Performance Assessments for Advanced level in French and Spanish*.

INVITED PRESENTATIONS

- October, 2017, Invited to present and give a workshop on AAPPL to North Davis Preparatory Academy Teachers, Layton, Utah
- November, 2017. NFLRC (Hawaii) Invited to present a published article. PBLL at ACTFL 2017

- January, 2018. Invited to participate in an Online Institute on PBLL with the Center for Language & Technology, U of Hawaii, Manoa.

CONFERENCES ATTENDED

- ACTFL, November 2017, Nashville.
- ACTFL, November, 2017, Boston.
- CARLA, October, 2016, Minneapolis.
- SWCOLT, March, 2016 Hawaii.
- UFLA, UVU February 16, 2016
- ACTFL November, 2016. San Diego
- Language Immersion Conference Salt Lake City, October 2014. (Coordinator of Volunteers).
- ACTFL Philadelphia, November 2012
- ACTFL San Antonio, Texas, November 2007
- Utah Foreign Language Association, Murray, UT, October 2007
- Utah Foreign Language Association, Orem UT, 2006
- ACTFL Convention, Nashville TN, 2006
- Writing across the curriculum. Salt Lake City, February 2005.
- Empowered discipline for the troubled students (seminar). Salt Lake City, February 2005.
- Utah Foreign Language Association conference. Weber State University, November 2004.
- Writing for Proficiency in the Foreign Languages, Oregon 2002.
- COFLT 2001 conference in Ashland, OR.
- Southern Oregon Foreign Language Articulation conferences and workshops (2000-2002).
- New York Association of Foreign Language Teachers, Buffalo, NY, 1998.

OTHER PROFESSIONAL ACTIVITIES

- Scholarship from the Spanish Embassy and Ministry of Education. Mester Salamanca. June 2017.
- Alice Milano Workshop (ACTFL). *Key Principles for meeting Proficiency Goals*. University of Utah, Salt Lake City, Nov 6, 2015
- Kate Kinsella Workshop. Salt Lake City Capitol, Nov 5, 2015.
- "Integrating Skills and Modes for Proficiency-based Curriculum Design in Higher Education. Dr. Cynthia Martin University of Maryland. University of Utah. 2014
- INSTITUTO CREVANTES CERTIFICATION. Levels A1, A2, B1, B2, C1, C2 .
- OPI Familiarization Workshop. Arnold Bleicher. February, 2013.
- Spanish language proficiency evaluator for the Language Assessment Project at the University of Utah, Department of Languages, 2006-2007.
- Workshop for Spanish high school teachers. Tanner Humanities Center, University of Utah, August 2007.

- Worked on the development of a computerized test for the University of Oregon to be administered at public high schools in Oregon (Eisenhower Grant), 2001-2002.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- ACTFL
- SWCOLT
- UFLA

Hsingshu Elvis Yang Ryan

660 E. Rocky Mouth Ln • Draper City, UT 84032 • (808) 398-8267 • elvisintw@gmail.com

SKILLS

Trilingual Fluency: English, Mandarin Chinese and Cantonese Chinese

Software Languages: HTML, CSS and basic PHP

Proficient in Adobe Photoshop, Illustrator, InDesign, Final Cut, LightRoom, Adobe Premiere and Microsoft Word, Excel and PowerPoint Presentation

Leadership skills in time management, problem solving

EXPERIENCE

Instructional Technologist/Curriculum Specialist

Jan. 2015 – Present

University of Utah

- Serving as a support resource in the teaching, maintenance and improvement of language courses
- Troubleshooting and resolving Canvas course site concerns/problems/issues.
- Remaining current with and maintaining a thorough understanding of technology, tools and trends in online education.
- Serving L2TReC to coordinate language proficiency test requests for students during terms.
- Performing detailed quality control reviews for courses/products under development.
- Conducting course Evaluations.
- Communicating regularly and proactively with L2TReC leaders on course site issues and status, including ensuring course sites are in compliance with institutional templates and standards.
- Facilitating 1-on-1 and group training/consultation sessions on the use of LMS (canvas) and college-owned eLearning or web development software, including creating tutorials and other aides for faculty and staff.
- Creating and designing webpages for L2TReC and Utah Dual Immersion

Instructional Technologist

Aug. 2013 – Dec. 2014

Salt Lake Community College

- Served as a support resource in the teaching, maintenance and improvement of course sites.
- Served between eLearning Support and departments/divisions to coordinate requests for proactive contact with students during terms.
- Performed detailed quality control reviews for courses/products under development.
- Facilitated 1-on-1 and group training/consultation sessions on the use of LMS and college-owned eLearning or web development software, including creating tutorials and other aides for faculty and staff.

Private High School 6th -12th grade Technology Teacher

Nov. 2012 – May 2013

St. Francis High School

- Taught 2 technology classes consisting of 7 different sections and a total of 62 students
- Developed 26 lesson plans ranging from basic office skills to video production and taught to students with varying technological skill

Instructional and Technology Support Specialist

Sept. 2010 – July 2013

University of Hawaii (UHM) Technology & Distance Programs.

- Developed team work skills through working closely with instructional and graphic design team
- Developed courses, modules, and lesson plans for asynchronous and synchronous distance learning with multimedia and collaboration tools.
- Provided technology support for instructors and cohorts in the College of Education. Developed technology tool workshops.

Website Designer

Jul. 2010 - Oct. 2010

University of Hawaii Department of Mathematics

- Developing a Drupal based webpage for the K-6 grade students for Mathematics.
 - Creating Website for Mathematics Department serving over 150 students
 - Designing graphics, banners, webpages
 - Updating, reviewing and fixing any bugs in order to maintain continuity on the website
- Meeting, scheduling

Media Specialist**Jul.2009 - Jul. 2010****Brigham Young University Hawaii Media Production Center**

- Providing media support for instructional designers. Worked as an intern.
- Producing videos on weekly basis
- Coordinating studio audio recordings for course voice overs and promotional videos
- Creating promotional banners for new organizations and programs
- Coordinated a weekly update meeting with a team of teachers and students
- Providing tech support and curriculum for on-line courses at the university

Assistant to Instructional Designer**Jul.2008 - Jul. 2009****Brigham Young University Hawaii Department of Educational Outreach**

- Worked with three teams in creating three online courses providing opportunities for long distance students to take classes during any semester
- Provided tech support to both faculty and staff

Education**University of Hawaii at Manoa****2010 -2013**

- Master of Education (Educational Technology) -UHM Coursework focused on instructional design theory and education technologies. Master project involved the planning, building and developing needs assessments for instructors in the College of Education.
- Completed graduate degree in three years, earning a cumulative 3.80 GPA.

Brigham Young University Hawaii**2006 -2009**

- Brigham Young University Hawaii Bachelor of Science, International Business Management
- Minor: Instructional Design and Development

ERIN SCHNUR

Second Language Teaching and Research Center
The University of Utah
255 Central Campus Drive, RM 1930
Salt Lake City, UT 84112

Phone: (248)891-5341
Email: ees64@nau.edu
Web: www.erinschnur.weebly.com

EDUCATION

- | | |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2017 | Ph.D. (with distinction), Applied Linguistics
Northern Arizona University

Dissertation: <i>Structure, function and linguistic characteristics in EAP and authentic university lectures</i>
Committee: Douglas Biber (co-chair), Randi Reppen (co-chair), Bill Crawford, Jesse Egbert, Shelley Staples |
| 2013 | M.A. (with distinction), Teaching English as a Second Language
Northern Arizona University |
| 2010 | B.A., Major: Linguistics, Minor: Anthropology
Iowa State University |

ACADEMIC APPOINTMENTS

- | | |
|----------------|-----------------------------------------------------------------------------------------------|
| 2017 – present | Postdoctoral Researcher, Second Language Teaching and Research Center, The University of Utah |
|----------------|-----------------------------------------------------------------------------------------------|

PUBLICATIONS

- Schnur, E.** (under review). Text segmentation methodologies for corpus linguistics: A crowdsourcing case study. *Journal of Research Design and Statistics in Linguistics and Communication Science*.
- Schnur, E.** & Csomay, E. (under contract | 2018). Triangulating text segmentation methods with diverse analytical approaches to analyzing text structure. In Jesse Egbert and Paul Baker (Eds.), *Using corpus methods to triangulate linguistic analysis*. New York: Routledge.

- Schnur, E.** (in press). Review of Gorsuch, G. & Griffee, D. (2018) *Second language testing for student evaluation and classroom research. English for Specific Purposes*.
- Egbert, J. & **Schnur, E.** (2018). The role of the text in corpus and discourse analysis: Missing the trees for the forest. In Charlotte Taylor and Anna Marchi (Eds.), *Corpus approaches to discourse: a critical review*. London: Routledge.
- Biber, D., Reppen, R., **Schnur, E.** & Ghanem, R. (2016). On the (non)utility of Juilland's D to measure lexical dispersion in large corpora. *International Journal Of Corpus Linguistics*, 21(4), 439-464.
- Schnur, E.** (2014). Phraseological signaling of discourse organization in academic lectures: A comparison of lexical bundles in authentic lectures and EAP listening materials. *Yearbook Of Phraseology*, 5(1), 95-122.
- Schnur, E.** (2014). Review of Aish, F. & Tomlinson, J. (2013) *Lectures*. *TESL-EJ*, 18(1).

Manuscripts in Preparation

- Brown, D. & **Schnur, E.** Topical trends in 30 years of applied linguistics research. (Journal article in preparation to submit to *Applied Linguistics*).
- Schnur, E.**, Ghanem, R., & Biber, D. Genitive variation in English: Expanding the domain of inquiry to include non-interchangeable variants.

RESEARCH EXPERIENCE

May 2016 – May 2017	Research Assistant PIs: Douglas Biber and Randi Reppen Grant: Education Testing Service Project: Longitudinal development of linguistic complexity in advanced untutored settings Duties: Data coding and data analysis
Summer 2015	Research Assistant PI: Douglas Biber Project: Genitive variation in English Duties: Developed framework of analysis and theoretical background for project, conducted data collection and data analysis
Spring 2014	Transcriptionist PIs: Shelley Staples, Geoffrey LaFlair, and Jesse Egbert

Project: Variability in the Michigan English Language Assessment
Battery speaking task
Duties: Transcribed spoken Michigan English Language
Assessment Battery interviews

Fall 2013

Data Coder
PIs: Douglas Biber and Jesse Egbert
Project: Register variation on the searchable web
Duties: Checked tagged corpus data for errors, corrected errors

UNIVERSITY WORK EXPERIENCE

English Department Teaching

Graduate Courses

Instructor, ESL Methods and Materials: Listening and Speaking, ENG 558, (Summer 2015)

Substitute Instructor, Grammatical Foundations, ENG 528, (Fall 2016, Fall 2015)
(8 class periods)

Substitute Instructor, Fundamentals of Second Language Teaching, ENG 528 (Fall 2016)
(2 class periods)

Undergraduate Courses

Teaching Assistant, Language in the United States, ENG 223, (Fall 2014)

Substitute Instructor, Language in the United States, ENG 223, (Fall 2016)
(4 class periods)

Assessment Experience

International student testing coordinator (consultant), joint program between Northern Arizona University and Chongqing University of Posts and Telecommunications (Fall 2016)

Assessment specialist and test developer, Program in Intensive English, Northern Arizona University (Fall 2015 – Spring 2016)

Program in Intensive English Teaching

Instructor, Intermediate Reading and Writing (Spring 2013, Spring 2014)

Instructor, Advanced Listening and Speaking (Fall 2011, Spring 2012, Summer 2012, Fall 2012, Summer 2013, Fall 2013, Spring 2014, Summer 2014)

Instructor, Beginning Vocabulary (Summer 2013)

Instructor, Intermediate Grammar (Spring 2013)

Instructor, Intermediate Computer-Assisted Language Learning (Fall 2011)

EFL EXPERIENCE

Summer 2011	English Summer Camp Director Jin'an Senior High School Jiujiang City, Jiangxi Province, China
Fall 2010 – Spring 2011	English Instructor Jin'an Senior High School Jiujiang City, Jiangxi Province, China
Summer 2010	English Instructor, TOEFL Preparation Course Instituto Tecnológico de Querétaro Querétaro, Mexico

PRESENTATIONS

Schnur, E. (2017, accepted), Providing EAP Listening Input: An Evaluation of Recorded Listening Passages. Paper accepted at the annual conference of the TESOL International Association, Seattle, Washington.

Schnur, E., Ghanem, R., Biber, D. (2016), “Genitive Variation in English: Expanding the Domain of Inquiry to Include Non-Interchangeable Variants”. Paper presented at the annual conference of the American Association for Corpus Linguistics, Ames, Iowa.

Schnur, E. (2016), “Structural and Functional Characteristics of EAP and Authentic University Lectures”. Paper presented at the annual conference of the American Association for Corpus Linguistics, Ames, Iowa.

Schnur, E. & Wright, J. (2014), “Agree to Disagree: Approaching Sensitive Situations in a Multi-Cultural Classroom”. Paper presented at the annual conference of the Arizona Teachers of English to Speakers of Other Languages, Flagstaff, Arizona.

Schnur, E. & Wright, J. (2014), “Agree to Disagree: Approaching Sensitive Situations in a Multi-Cultural Classroom”. Paper presented at the Peaks Interdisciplinary Conference, Flagstaff, Arizona.

SERVICE

Professional Service

- | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 2014 | Session chair for the annual conference of the American Association for Corpus Linguistics |
| 2014 | Volunteered on the publicity/signage committee for the annual conference of the American Association for Corpus Linguistics |
| 2014 | Volunteered on the setup/teardown committee for the annual conference of the Arizona Teachers of English to Speakers of Other Languages |

Departmental Service

- | | |
|-------------|------------------------------------------------------------------------------------------------------------|
| 2016 - 2017 | Founding member, Corpus Linguistics Club, Northern Arizona University |
| 2016 - 2017 | Social Coordinator, Graduate Student Association of Applied Linguistics, Northern Arizona University |
| 2016 | Session chair for the Peaks Interdisciplinary Conference, Northern Arizona University |
| 2016 | Session leader, International Student Orientation, Northern Arizona University |
| 2014 - 2015 | Secretary, Graduate Student Association of Applied Linguistics, Northern Arizona University |
| 2012 - 2013 | Public Relations Officer, Graduate Student Association of Applied Linguistics, Northern Arizona University |

AWARDS, HONORS, & GRANTS

- | | |
|------|------------------------------------------------------------------------------------------------|
| 2016 | Northern Arizona University Support for Graduate Students Dissertation Grant (\$1,500.00) |
| 2014 | Teacher of the year (student-voted), Program in Intensive English, Northern Arizona University |
| 2012 | Teacher of the year (student-voted), Program in Intensive English, Northern Arizona University |

PROFESSIONAL AFFILIATIONS

AAAL (American Association of Applied Linguistics)

Arizona TESOL (Teaching English to Speakers of Other Languages)

TESOL (Teaching English to Speakers of Other Languages)

COMPUTER SKILLS

Programming languages: Perl; Python; R

Data and statistical analysis: Excel; SPSS

Concordancing software: AntConc; MonoConc; WordSmith Tools

Course Management: Blackboard Learn

Audio/Video Editing: Adobe Premiere; Audacity

REFERENCES

Douglas Biber, Regents' Professor, Program in Applied Linguistics
Northern Arizona University
Email: Douglas.Biber@nau.edu
Telephone: 928-523-6156
English Department
705 S. Beaver Street
P.O. Box: 6032
Flagstaff, AZ 86011

Randi Reppen, Professor, Program in Applied Linguistics
Northern Arizona University
Email: Randi.Reppen@nau.edu
Telephone: 928-523-6284
English Department
705 S. Beaver Street
P.O. Box: 6032
Flagstaff, AZ 86011

Bill Crawford, Associate Professor, Program in Applied Linguistics
Email: William.Crawford@nau.edu
Telephone: 928-523-5987
English Department
705 S. Beaver Street
P.O. Box: 6032
Flagstaff, AZ 86011

CATHERINE SCOTT
638 Elizabeth Street
Salt Lake City, UT 84102
801/913-0416, c.scott@utah.edu

WORK HISTORY

October 2013 – Present

Administrative Manager, Second Language Teaching & Research Center, University of Utah

July 2012 – October 2013

Administrative Officer, Second Language Teaching & Research Center, University of Utah

- Coordinates and manages the Center's grant applications, awards and reports
- Oversees Bridge Program funds (continuing State of Utah funding allocation, beginning July 1, 2016)
- Manages the Center's Language Training Center program
- Administers Center's budget, including the annual budget process
- Provides budget analysis and prepares financial reports for university and grant accounts
- Manages Center's staff and daily operations
- Hires faculty, grant personnel, and graduate student instructors
- Liaises with College and University offices

July 2009 – June 2012

Administrative Officer, Department of Languages & Literature, University of Utah

July 2004 – June 2009

Administrative Assistant, Department of Languages & Literature, University of Utah

- Successfully managed a \$3.2 million annual budget and coordinated annual budget process
- Managed a 5-year, \$900,000 Project GO grant
- Coordinated and processed payroll for 100+ employees
- Provided key support to co-chairs (reports, correspondence, liaised with other campus units)
- Oversaw daily department operations and managed a staff of five

October 1998 – June 2004

Project and Office Manager, Foremost West, Salt Lake City, UT

- Developed cash flow and pro forma statements and monitored project budgets
- Planned company participation at domestic and international trade shows
- Coordinated group and custom tours to Utah and the western United States
- Created and distributed company correspondence and marketing materials

August 1992 – June 2000

Freelance Editor, Salt Lake City, UT

- Academic articles, books and dissertations

May 1989 – June 1992

Administrative Assistant, Office of the VP for Health Sciences and Executive VP, University of Pittsburgh Medical Center, Pittsburgh, PA

- Prepared agendas for University and Hospital board meetings and executive staff retreats
- Composed and edited correspondence and processed all business and travel expense forms

- Assisted in planning and implementing University and Medical Center United Way campaigns and food drives
- Assisted in all stages of preparation for administrative special events
- Developed and maintained filing system for six health sciences schools and five university hospitals

EDUCATION

B.A., International Relations, 1984	San Francisco State University	San Francisco, CA
Arabic Language Study, 1984-86	University of California, Berkeley	Berkeley, CA

COMMITTEES

- Spring 2016, Member, University of Utah Staff Excellence Awards
- March 2015 - Present, Co-Chair, University of Utah Staff Paid Parental/Family Leave Taskforce
- Spring 2015, Member, University of Utah Staff Excellence Awards
- Executive Committee Member, Planning Committee for the 2014 International Immersion Conference, October 2014, hosted by L2TReC and the Utah State Office of Education
- August 2014 – June 2017, Member, University of Utah Staff Council
- 2008-10, College of Humanities Staff Council (Chair, 2009-10)
- 2006-07, Staff Member, External Search Committee for Chair of the Department of Languages & Literature

CONFERENCES, MEETINGS & WORKSHOPS

- March 2018, Language Training Center Annual Meeting, Washington, DC
- March 2018, 29th Annual Language Conference (300 MI Brigade) Draper, UT
- August 2017, Flagship and DLIFLC Workshop, Presidio of Monterey, CA
- March 2017, NCURA Annual Financial Research Administration Conference, San Diego, CA
- February 2017, Language Training Center Annual Meeting, Washington, DC
- March 2016, Language Training Center Annual Meeting, Washington, DC
- December 2015, National Council of University Research (NCURA) Administrators Financial Research Administration Workshop, Savannah, GA
- May 2015, Language Training Center Annual Meeting, Washington, DC
- February 2014, Language Training Center Annual Meeting, Washington, DC
- September 2013, International and Foreign Language Education Joint Technical Assistance Workshop for CIBE, NRC, FLAS & LRC, Washington, DC
- March 2013, National Science Foundation Grants Conference, Arlington, VA
- August 2012, Western Association of College and University Business Officers (WACUBO) Business Management Institute – Year 4, Santa Barbara, CA
- November 2011, Project GO Annual Conference, Atlanta, GA
- August 2011, WACUBO Business Management Institute – Year 3, Santa Barbara, CA
- August 2010, WACUBO Business Management Institute – Year 2, Santa Barbara, CA
- April 2010, WACUBO Academic Business Officers Workshop, Salt Lake City, UT
- March 2010, Second Annual Project GO Leadership Conference, Tempe, AZ
- August 2008, WACUBO Business Management Institute – Year 1, Santa Barbara, CA

JOHANNA WATZINGER-THARP

University of Utah
Department of Linguistics
Salt Lake City, UT 84112

2319 LNCO
(801) 581-4302
j.tharp@utah.edu

EDUCATION

- 1990 **Ph.D.** Applied Linguistics, University of Texas at Austin
Tense and Mood in the German Colloquial Standard
1986 **M.A.** Foreign Language Education, University of Texas at Austin
The Oral Proficiency Interview

ACADEMIC POSITIONS

- 2009- **Associate Professor**, Department of Linguistics, U of Utah
2008-2017 **Director**, International Studies Program, U of Utah
2016-2017 **Senior Advisor**, Office for Global Engagement, U of Utah
2008-2015 **Associate Dean**, College of Humanities, U of Utah
1990-2015 **Associate Professor**, Department of Languages & Literature, U of Utah
1990-2009 **Adjunct Associate Professor**, Department of Linguistics, U of Utah
2005-200 **Associate Dean**, Office of International Programs, U of Utah
1990-2005 **Language Program Director**, Dept. of Languages & Literature, U of Utah

PUBLICATIONS

Articles & Book Chapters (*peer reviewed*)

Watzinger-Tharp, J., Rubio, F. & Tharp, D. (In press). Linguistic Performance of Dual Language Immersion Students. *Foreign Language Annals*.

Watzinger-Tharp, J., Swenson, K. & Mayne, Z. (2016). The Academic Achievement of Utah Dual Language Immersion Students. *International Journal of Bilingual Education and Bilingualism*. <http://dx.doi.org/10.1080/13670050.2016.1214675>

Watzinger-Tharp, J. (2014). Are Global, International, Area, and Foreign Language Studies Connected? In Swaffar, J. and Urlaub, P. (Eds.) *Transforming the Foreign Language Curriculum*. Berlin: Springer.

Hayes-Harb, R., & **Watzinger-Tharp, J.** (2012). Accent, Intelligibility, and the Role of the Listener: Perceptions of English-accented German by Native German Speakers. *Foreign Language Annals* 45, 2: 260-282.

Watzinger-Tharp, J., & S. Katz. (2007). TAs and Grammar Teaching: Beliefs, Knowledge, and Education. (2007) In Siskin, H.J. (Ed.) *From Thought to Action: Exploring Beliefs and Outcomes in the Foreign Language Program*, pp. 188-212. Boston: Heinle & Heinle.

Watzinger-Tharp, J. (2006). German *Weil*-Clauses: Current Research and Its Implications for the L2 Classroom. *Die Unterrichtspraxis / Teaching German* 39: 1-20.

Watzinger-Tharp, J., & S. Katz. (2005). Toward an Understanding of the Role of Applied Linguists in Foreign Language Departments. *The Modern Language Journal* 89, 4: 490-501.

Watzinger-Tharp, J. (2004). Turkish German Language: An Innovative Style of Communication and Its Implications for Citizenship and Identity. *Muslim Minority Affairs* 24: 2: 285-294.

Books & Edited Volumes

Watzinger-Tharp, J., & Urlaub, P. (Eds.) (2016). *The Interconnected Curriculum: Critical Transitions and Interfaces in Articulated K-16 Contexts*. Boston: Cengage.

Watzinger-Tharp, J. (Ed.) (2011). *Connections. Living and Learning in Europe*. Online Journal of the Rocky Mountain European Studies Consortium (RMESC). Center for the Study of Europe, Brigham Young University. Provo, Utah.

Katz, S. & **Watzinger-Tharp, J.** (Eds.) (2008). *Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom*. Boston: Heinle & Heinle.

Watzinger-Tharp, J., & G. Dippman (deceased). (2000). *A Practical Review of German Grammar*. Third Revised Edition. New Jersey: Prentice Hall.

Donahue, F. & **Watzinger-Tharp, J.** (1990). *Deutsch Zusammen: A Communicative Course in German*. New York: MacMillan.

INVITED PUBLICATIONS

Watzinger-Tharp, J., & Leite, J. (2017). Utah's Dual Language Immersion Program. Access to Multilingualism. *Scottish Languages Review* 32: 31-38.

Watzinger-Tharp, J., & Swenson, K. (2015). *Dual Language Program Participation*. Utah Education Policy Center, University of Utah.

GRANTS

- Partnership to Study Dual Language Immersion in Utah. Institute for Education Sciences (IES)/U.S. Department of Education. 2017-2019. \$398,544. R305H170005.
Role: Co-Principal Investigator
- Addressing the Need to Reach Advanced Levels of Proficiency. Institute for International Education (IEE)/The Language Flagship. 2016-108.
Role: Key Personnel/Curriculum Specialist
- Aligning International Studies Learning Outcomes with the UU Mission. Office for Global Engagement, University of Utah. 2015-2016. \$10,000.
Role: PI
- Enhancing Latin American Studies, Cultures & Languages Across Disciplines at the University of Utah. U.S. Department of Education. 2012.
Role: Key curriculum personnel

- Empirical Foundations for a Program of Research on Dual Language Immersion Pedagogy and Policy. Interdisciplinary Research Grant, VP Research, University of Utah. 2010-2011. \$12,000. *Role: Co-PI*
- Empirical and Conceptual Foundations for a Program of Externally Sponsored Research on Dual Language Immersion Pedagogy and Policy. College of Humanities, University of Utah. 2010-2011. \$7,000. *Role: Co-PI*
- Utah German Dual Language Immersion seed funding, Federal Republic of Germany (State Department). 2013- 2014. \$50,000. *Role: PI*

HONORS AND AWARDS

- Friend of the Profession Award. Utah Foreign Language Association. 2017.
- ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. 2010.
- Utah Governor's World Language Council, Co-chair. 2008-present.

RECENT CONFERENCE PRESENTATIONS

AATG National German Exam: Strategies for Success. ACTFL. Nashville, TN, November 2017.
(with Cynthia Chalupa)

English Learners' Performance in Dual Language Immersion. ACTFL. Nashville, TN,
November 2017 (with Jamie Leite)

Academic Achievement and Language Proficiency of Utah Dual Language Immersion Students.
ACTFL. Boston, MA, November 2016

English Learners in Utah's Dual Language Immersion. Sixth International Conference on
Language Immersion Education. Center for Advanced Research in Language Acquisition
(CARLA), University of Minnesota, October 2016.

Situating Dual Immersion Data in Curricular and Instructional Contexts. Sixth International
Conference on Language Immersion Education. CARLA, October 2016.

Assessing the Academic Learning of Utah Students in Dual Language Immersion Programs.
Fifth International Conference on Language Immersion Education. Salt Lake City, UT,
October 2014.

Presentational Speaking: Cultural Comparison in the AP German Course. ACTFL. Orland, FL,
November 2013.

Are Global, International, Area and Foreign Language Studies Connected? The New College
Language and Cultural Studies Fourth Biennial German Studies Workshop. University of
Texas at Austin, March 2012.

Assessment for AP German Language and Culture and Beyond. ACTFL, Philadelphia, PA,
November 2012.

The New AP Language and Culture Exams. ACTFL. Philadelphia, PA, November 2012.

Setting a Research Agenda for Dual Language Immersion in Utah. Fourth International Conference on Language Immersion Education. St. Paul, MN, October 2012.

The Utah German Task Force: Collaborative Strategies for Survival. Annual Meeting of the Modern Language Association (MLA). Los Angeles, CA, January 2011.

Meeting the Need for Critical Language Teachers. Title VI 50th Anniversary Conference. Washington, DC, March 2009.

AP German. Best Practices. ACTFL. Orlando, FL, November 2008.

Testing & Accountability at the High School Level. ACTFL. Orlando, FL. November 2008.

Learners' Accentedness: Perceptions of Teachers and Non-Teachers. ACTFL. Nashville, TN. November 2006.

INVITED LECTURES

The Utah Dual Language Immersion: Principles and Practices. Christian-Albrechts-Universität, Kiel, Germany, December 13, 2017 (guest speaker)

Utah Dual Language Immersion: Proficiency Assessment Results. DLI National Research Alliance, ACTFL. November 2017, Nashville, TN (presenter)

The Utah DLI Bridge Program for Advanced Language. National Humanities Conference. Boston, MA, November 2017 (panelist)

K-16 Articulation and Alliances. Modern Language Association (MLA) Annual Convention. January 2017 (panelist)

Validating Multiple Varieties in the L2 Classroom. 21st Germanic Linguistics Annual Conference. Provo, Utah. May 2015 (keynote speaker)

Educating Teachers for Integrated Content and Language Instruction in Utah's Immersion Programs. International Expert Workshop, University of Leipzig, Leipzig, Germany. July 2014 (plenary speaker)

CONFERENCES/CONFERENCE SESSIONS (organizer)

L2 Writing as Interpersonal Communication; L2 Teacher Education in the 21st Century. MLA. Philadelphia, PA, January 2016 (two conference sessions)

Redefining the Role of Interpretive Communication in the L2 Classroom; Communities of Practice in the Language Classroom. MLA. Vancouver, BC, January 2015 (two conference sessions)

Linguistic Foundations for Teaching in the Postmethods Era; The Interconnected Language Curriculum. MLA. Chicago, IL, January 2014 (two conference sessions)

Developing Translingual and Transcultural Competence in Language Programs. MLA. Boston, MA, January 2013.

Fifth International Conference on Language Immersion Education. Salt Lake City, Utah, 2014
(conference co-chair)

EDITORIAL POSITIONS

Co-editor, *Issues in Language Program Direction*. 2017-
Editorial Board, *Die Unterrichtspraxis/Teaching German*. 2016-
Editorial Board, *Issues in Language Program Direction*. 2008-

PROFESSIONAL SERVICE

AATG Executive Council Northwest Representative (elected). 2016-2018
MLA Mildenerberger Price Selection Committee. 2017
MLA L2 Teaching & Learning Executive Committee (elected). 2014-2017
AP German Test Development Committee. 2010-2013
Chief Faculty Reader, German Advanced Placement Exam. 2008-2013
President, American Association of University Supervisors & Coordinators. 2006-2008

RECENT AND CURRENT UNIVERSITY SERVICE

Global U Council (2016-2017)
UAC Executive Committee (2014-2017)
University Advisory Council on Teacher Education (2014-)
Continuing Education & Community Engagement (CECE) Task Force: Co-chair (2015-2016)
ISSS/Learning Abroad Financial Models Working Group, OGE: co-chair (2016)
Focused Work Group: International Students & Enrollment: Co-Chair (2015-2016)
International Task Force (2015-2016)

DEPARTMENT SERVICE

Department Advisory Board (2016-2017)
Chair Search Committee (2016-2017)
Curriculum Committee (2015-2017)
Executive Committee (2016-
Graduate Committee (2016-

COMMUNITY ENGAGEMENT

Annual Utah Dual Language Immersion Institute (2014, 2105, 2016, 2017)
Keep Utah's Language Education Going Through High School. Op-Ed. Salt Lake Tribune, January 23, 2016.
Senate Bill 152. 2016 Utah Legislature. Drafted bill and testified.
Utah Governor's World Language Council: Co-chair (2008-)

PROFESSIONAL ORGANIZATIONS

American Association of Applied Linguistics (AAAL)
American Association for Teachers of German (AATG)
American Council for the Teaching of Foreign Languages (ACTFL)
Modern Language Association (MLA)

Curriculum Vitae

Karl H. Bowman

700 E 400 S, Provo, Utah 84606

Home: 801 616-1616

EXPERIENCE

- | | |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 2017 to
Present | Education Specialist World Language & Dual Language Immersion, Utah State Board of Education |
| April 2016 to
June 2017 | Facilitator/Presenter School Improvement Network |
| July 2015 to
Present | Retired from Alpine School District |
| July 2006 to
June 2015 | Harvest Elementary School, Alpine School District
Principal |
| July 2002 to
July 2006 | Rocky Mountain Elementary School, Alpine School District
Principal |
| July 2000 to
July 2002 | Alpine Elementary School, Alpine School District
Principal |
| July 1998 to
July 2000 | Alpine District Office, Alpine School District
Administrative Assistant to the Superintendent |
| July 1998 to
July 1996 | Northridge Elementary School, Alpine School District
Principal |
| July 1990 to
July 1996 | Cherry Hill Elementary School, Alpine School District
Principal |
| July 1989 to
July 1990 | Westmore Elementary School, Alpine School District
Principal |
| July 1987 to
July 1989 | Northridge Elementary School, Alpine School District
Teacher on Special Assignment
TSA/ Assistant to the Principal, Intern Coordinator,
Extended- Day Committee Chair |
| July 1985 to
July 1987 | Northridge Elementary School, Alpine School District
Teacher
3rd Grade Teacher, 3rd Grade Spanish Immersion
Teacher, 1-6 Grades Computer/Technology Specialist |
| July 1984 to
January 1985 | Barnett Elementary School, Nebo School District
Teacher
5th Grade |

July 1983 to **Wilson Elementary School, Nebo School District**
July 1984 **Teacher**
3rd Grade Intern

EDUCATION

UNIVERSITY OF UTAH, Salt Lake City, Utah
Doctoral Student, August 2013 to Present

UNIVERSITY OF UTAH, Salt Lake City, Utah
Master of Education, August 1987 to December 1989
Major: Educational Administration

BRIGHAM YOUNG UNIVERSITY, Provo, Utah
Bachelor of Science, September 1979 to August 1984
Major: Elementary Education
Minor: Spanish

PROFESSIONAL AWARDS

José M Rubio Lifetime Achievement Award, March 2016
Utah Valley University – For Dedication to Latino Success
and Commitment to Advancing the Latino Community

District Distinguished Principal, February 2009
Utah Association of Elementary School Principals

Outstanding School Administrator, May 2004
State of Utah PTA

District Distinguished Principal, February 2001
Utah Association of Elementary School Principals

Innovator of the Year, 1995
Alpine Elementary Principals Association

PROFESSIONAL SOCIETIES

Alpine Association of Elementary School Principals
August 1989 to Present
President Elect, 1996-1997 & 2010-2011
President, 1997-1998 & 2012 to 2015

Utah Association of Elementary School Principals
August 1989 to Present
Regional Director-Alpine District, 1997-1998
Regional Director-Alpine District, 2012 to 2015

National Association of Elementary School Principals
August 1989 to present
Caucus and Rules Delegate-National Convention, 1997

Phi Delta Kappa

January 1991 to Present

Brigham Young University Chapter

Utah Principals' Academy

Academy Fellow 1991-1992

RICHARD D. BRECHT

Co-Director, American Councils Research Center

American Councils for International Education

June 2018

Telephone: (240) 205-9373

E-mail: rbrecht@umd.edu; rbrecht@americancouncils.org

EDUCATION

- 1969-1972 Harvard University (Slavic Languages and Literatures) Ph.D. 1972
Dissertation: Problems of Deixis and Hypotaxis in Russian: Towards a Theory of
Complementation
- 1965-1969 Harvard University (Slavic Languages and Literatures) M.A., 1969
- 1963-1965 Pennsylvania State University (Russian) B.A., Summa cum Laude, 1965
Phi Beta Kappa

PRINCIPAL ACADEMIC ADMINISTRATIVE POSITIONS HELD

- 2014-Present Co-Director, American Councils Research Center (ARC)
- 2013-2014 Director of Language Policy Initiatives, University of Maryland
- 2003-2013 Executive Director, University of Maryland Center for Advanced Study of
Language
- 1999-2003 Director, National Foreign Language Center, Johns Hopkins University and the
University of Maryland
- 1992-1999 Deputy Director, National Foreign Language Center, University of Maryland
- 1985-1987 Dean (Acting), College of Arts and Humanities, University of Maryland (chief
academic and administrative officer for College of 462 FTE, with \$23 million
budget)
- 1980-1985 Chair, Department of Germanic and Slavic Languages and Literatures, University
of Maryland (20 FTE faculty)

ACADEMIC FACULTY POSITIONS HELD

- 2015-present Professor Emeritus, University of Maryland
- 1994-2015 Professor, School of Languages, Literatures & Cultures, University of Maryland
- 1981-2005 Visiting Professor, Department of Russian, Bryn Mawr Colleg
- 1994-2000 Adjunct Professor, National Foreign Language Center, Johns Hopkins University
- 1985-1994 Professor, Department of Germanic and Slavic Languages and Literatures
University of Maryland
- 1980-1985 Associate Professor, Department of Germanic and Slavic Languages and
Literatures, University of Maryland
- 1976-1980 Associate Professor of Slavic Languages and Literatures, Harvard University
- 1973-1976, Assistant Professor Slavic Languages and Literatures, Harvard University

SELECTED PUBLICATIONS

Books & Edited Volumes

- R. D. Brecht, L. A. Verbitskaja, M. D. Lekić and W. P. Rivers, (eds). 2009. *Mnemosynon: Studies on Language and Culture in the Russophone World. Presented to Dan E. Davidson by his students and colleagues*. Moscow: Azbukovnik.
- National Capacity in Language and Area Studies, Post 9/11: An Evaluation of the Impact of Title VI/F-H with Ewa M. Galonka, William P. Rivers and Mary Beth Hart. National Foreign Language Center. 2007.
- Intercultural Pragmatics: Special Issue on the Foreign Language Perspective, guest editors Dan E. Davidson & Richard Brecht. Volume 2, No. 4, 2005.
- Russian Stage Two: Grammar Commentaries, with Cynthia Martin, American Council of Teachers of Russian/ Kendall Hunt Publishing, Washington, DC, 2001.
- Language and National Security for the 21st Century: The Federal Role in Supporting National Language Capacity, with William P. Rivers, Kendall/Hunt and the National Foreign Language Center, Dubuque, IA, 2000.
- Russia Stage Two, Grammar for Communication: Analysis and Commentaries, with Cynthia Martin, American Council of Teachers of Russian/Kendall Hunt Publishing, Washington, DC, 1997 (3rd Ed).

Recent Articles

- Rivers, WP, Brecht, RD. America's languages: The future of language advocacy." Foreign Language Annals. 2018; 51:24-34. <https://doi.org/10.1111/flan.12320>
- Rebecca Rubin Damari, William P. Rivers, Richard D. Brecht, Philip Gardner, Catherine Pulupa and John Robinson. 2017. "The Demand for Multilingual Human Capital in the U.S. Labor Market." Foreign Language Annals. 2017; <https://doi.org/10.1111/flan.12241>
- Brecht, R. D. "America's Languages: Opportunities and Challenges." 2016. Briefing Document for Commission on Language Learning of the American Academy of Arts & Sciences. Retrievable at <https://www.amacad.org/multimedia/pdfs/AmericasLanguagesChallengesandPromise.pdf>
- Brecht, R. D., and Rivers, W. P., Robinson, J. P., and Davidson, D. E. 2015. "Professional Language Skills: Unprecedented Demand and Supply," in Brown, N. A., and Brown, J., (Eds.). *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability*. Washington, DC: Georgetown University Press.
- Rivers, W. P, Brecht, R. D., Robinson, J. P., and Davidson, D. E. 2014. "Language Skills and the Global Talent Gap," in Madieva, G. B., Dosybayeva, G. K., Iskakova, G. N., and Utemgalieva, N., (Eds.). *Материалы III Халықаралық Ғылым-теориялық конференция "Тіл және мәдениетаралық қарым- қатынас/Язык и межкультурная коммуникация/Language and Intercultural Communications*. Almaty: al-Farabi Kazakh National University.
- Brecht, R. D., and Rivers, W. P., with Robinson, J. P., and Davidson, D. E. 2014. "Professional Language Skills: Unprecedented Demand and Supply," in Brown, N. A., and Bown, J., (Eds.). *To*

Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability. Washington, DC: Georgetown University Press.

- Rivers, W., Robinson, J. P., Brecht, R., and Harwood, P. 2013. "Language Votes: Attitudes toward Foreign Language Policies," *Foreign Language Annals*, 46(3), 329-338.
- Richard D. Brecht and William P. Rivers. 2012. "Language policy in defense and attack." In *The Cambridge Handbook of Language Policy*, ed. by Bernard Spolsky. Cambridge University Press: 2012.

Selected Scholarly Papers

- Brecht, R. D. 2017. Final Report: "Global Competence, Human Capital and APEC Economic Growth and Integration." Sponsoring Forum: Human Resource Development Working Group (HRDWG). Project number: HRD 02 2015. Project Lead: Joint National Committee for Languages (JNCL)
- Brecht, R. D. 2016. "Input to the Commission on Language Education", document transmitted to John Tessitore, summarizing on March 17, 2016 NFLC/ACIE Symposium "A New National Commission on Language: What Is Different about this Time? A Symposium in Memory of Richard Lambert, Founder of the NFLC." April 4, 2016

Congressional Testimony

- "Coordinated, Comprehensive, Cohesive, and Collaborative Federal Language Capabilities" Testimony before U.S. Senate Committee on Homeland Security and Governmental Affairs Subcommittee on Oversight of Government Management, the Federal Workforce, and the District of Columbia on "Closing the Language Gap: Improving the Federal Government's Foreign Language Capabilities." Thursday, July 29, 2010,
- "The End State of Language Capability for the U.S. Department of Defense: The Country's First 'Globalized' Workforce" Prepared Statement before the House Armed Services Subcommittee on Oversight and Investigations July 9, 2008
- A Statement for the Record before the House Permanent Select Committee On Intelligence's Subcommittee on Policy: "A Comprehensive, Collaborative, and Cohesive Federal Architecture for Language & National Security," 13 May 2004.
- Testimony of Richard D. Brecht, Director, National Foreign Language Center at the University of Maryland to the Subcommittee on International Security, Proliferation and Federal Services of the Senate Committee on Governmental Affairs Hearing on The State of Foreign Language Capabilities in National Security and the Federal Government – Part II. Tuesday, September 19, 2000.
- U.S. House of Representatives Committee on Education and Labor, July 1991. Subcommittee for the Reauthorization of Title VI of the Higher Education Act of the National Advisory Council for International Programs, December 1984.

Principal in Founding and Development of National Organizations/Programs

2018 Jeenie.com

- 2017 American Academy of Arts & Sciences, National Commission on Language Education Working Group
- 2017 STARTALK-DLI Partnership Program
- 2015 Partners for Language in the U.S. Accreditation for Language Programs at the College/University Level
- 2016 National Alliance for Dual Language Research
- 2016 Global Professional Search, inc.
- 2014 American Councils Research Center
- 2012 Partners for Languages in the United States
- 2010 The Language Partnership
- 2003 University of Maryland Center for Advanced Study of Language, a UARC (University Affiliated Research Center).
- 2002 National Flagship Language Program, under the National Security Education Program.
- 1998 American Councils for International Education, umbrella organization of ACCELS and ACTR.
- 1998 LangNet (the National Language Network), a unique collaboration between the federal and education sector for language learning support, funded by USED (FIPSE), NSEP, and DoD.
- 1990 National Council of Organizations of Less Commonly Taught Languages, co-founder, Co-Executive Director 1990-1996, Executive Director 1996-1999, funded by the Ford Foundation, the first national organization representing all the languages taught in the United States except French, German, and Spanish.
- 1987 American Council for Collaboration in Education and Language Study, concerned with bi-lateral exchanges and language programs with East Europe and the former Soviet Union, for languages other than Russian.
- 1985 The National Foreign Language Center.
- 1984 Project ICONS (International Communication and Negotiation Simulations), a national and international educational program on foreign policy and foreign language, for colleges/universities and schools.
- 1974 American Council of Teachers of Russian, presently the principal organization in the United States concerned with the Russian language (student and teacher exchanges, publications, research, field development).

Recent Principal Elected and Appointed Positions

- 2014-2018 Chair, Board of Visitors, Defense Language Institute Foreign Language Center
- 2011-2014 Member, Board of Visitors, Defense Language Institute Foreign Language Center
- 2005-present Editorial Board, Russian Language Journal
- 2004-2006 Editorial Board: *Language Policy*
- 2002-2012 Board of Visitors, Central Intelligence Agency (CIA) University
- 2000-present Advisory Board, National African Language Resource Center, University of Indiana

1998-2013 Chair, Board of Trustees, American Councils for International Education

1975-present Board of Directors, American Council of Teachers of Russian

Dan E. Davidson

Director, American Councils Research Center
 Senior Academic Advisor
 American Councils for International Education
 1828 L Street, NW, Suite 1200
 Washington, DC 20036

Emeritus Professor of Russian and
 Second Language Acquisition
 Department of Russian
 Bryn Mawr College
 Bryn Mawr, PA 19010

EDUCATION

Ph.D.	Harvard University, 1972 Slavic Languages and Literatures: Russian Literature, Russian Linguistics, Serbo-Croatian, German-Russian Literary and Cultural Relations
M.A.	Harvard University, 1971 Slavic Languages and Literatures
–	Rheinische Kaiser Friedrich–Wilhelms Universität (Bonn, Germany) 1965–1966, Germanic and Slavic Studies
B.A.	(With Distinction) University of Kansas, 1965 Majors: German (honors), Russian (honors), Humanities, Slavic and Soviet Area Studies

UNIVERSITY APPOINTMENTS

2017 - present	Bryn Mawr College, Emeritus Professor of Russian & SLA, Myra T. Cooley Lectureship
1983 - 2017	Bryn Mawr College, Professor of Russian & Second Language Acquisition
1976 - 1983	Bryn Mawr College, Associate Professor of Russian
1975 - 1976	Amherst College, Associate Professor of Russian, Chairman of Russian
1972 - 1975	Amherst College, Assistant Professor of Russian
1971 - 1972	Amherst College, Instructor of Russian
1969 - 1971	Harvard University, Lowell Institute, Instructor of Russian
1969 - 1971	Harvard University, Teaching Fellow in Slavic

Visiting or adjunct appointments held at Columbia University (S-1975), Harvard University (S-1970, S-1975), University of Maryland College Park (Sp.-1988 through Sp.-1989); one course: (1989-1990), and University of Pennsylvania (Sp. 1977; Sp. 1983; S-1980)

RELEVANT INTERNATIONAL PROFESSIONAL ACTIVITIES

President and Co-Founder, American Councils for International Education: ACTR-ACCELS (1976-2017). Member, American Academy of Arts and Sciences Commission on Languages July 2015 –2017. Elected Member, MLA Executive Committee of the Division on the Teaching of Language, 2006-2010; Member, World Languages Academic Advisory Committee (WLAAC), The College Board, 2006-2009, Chair WLAAC 2012-2015. Member, Board of Governors, University of California Consortium for Language Learning and Teaching, Vice-Chair, Board of Governors, European Humanities University, Vilnius, Lithuania, 2005-2016; Member, Global Institute Advisory Board, Educational Testing Service, 2002 – 2005; Member, Board of Advisors, National Foreign Language Center, 2000 – 2005; Member, International Advisory Board, European Humanities University, Belarus, 1998-2004; Co-Chair, Strategic Planning Committee, Educational Transformation Program, Soros Foundation, Belarus, 1996-1997; Co-Chair, International Task force for the Transformation of the Humanities and Social Sciences in Russia, in cooperation with the Ministry of Education and the Committee on Higher Education of the Russian Federation and the George Soros Foundations, 1992-1995; Vice-President, International Association of Teachers of Russian Language and Literature (MAPRIAL), 1975-1991; 1992-present; Co-Chairman, International Symposium on Russian Language Policy and Strategic Planning, Bryn Mawr, 1992, Regensburg, 1994, Bryn Mawr, 1996.

DISSERTATION SUPERVISION

36 Master Theses and 37 Ph.D. Dissertations in Russian and SLA 1979-2017.

RECENT PUBLICATIONS

1. Co-author, “Assessing Language Proficiency and Fluency in the Overseas Immersion Context.”

- Exploring the US Language Flagship Program. Professional Competence in a Second Language by Graduation.* Eds. Murphy, D. & Evans-Romaine, K. Multilingual Matters, Bristol, UK, 2016, pp. 156-76.
2. Author, "The Development of L2 Proficiency and Literacy within the Context of the Federally Supported Overseas Language Training Programs for Americans." *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability.* Eds. Brown, Tony & Brown, Jennifer. Georgetown University Press, Washington, DC, 2015, pp. 117-150.
 3. Author, "Professional Language Skills: Unprecedented Demand and Supply." *To Advanced Proficiency and Beyond: Theory and Methods for Developing Superior Second-Language Ability.* Georgetown University Press, Washington, DC, 2014.
 4. Co-author, "Comparing Heritage and Non-Heritage Learning Outcomes and Target Language Utilization in the Overseas Immersion Context: A Preliminary Study of the Russian Flagship." Co-authored with Maria D. Lekic. *Russian Language Journal*, Vol. 62, 2012, pp. 47-78.
 5. Co-author, "The Overseas Component of the Language Flagship: Addressing Learner Needs within an Acquisition-Rich Environment". Co-authored with Victor Frank. *Journal of Chinese Teaching and Research in the U.S., Special Issue for the Language Flagship.* Vol. 4, 2012, pp. 8-15.
 6. Co-author, "The Overseas Immersion Setting as Contextual Variable in Adult SLA: Learner Behaviours Associated with Language Gain to Level-3 Proficiency in Russian." Co-authored with Maria D. Lekic. *Russian Language Journal*, Special Issue: Divergent Thinking: Prospectives on the Language Enterprise in the 21st Century. Presented to Richard D. Brecht by his Students and Colleagues. Volume 60, 2010, 53-56.
 7. Co-author, "ACTR Census of Russian Programs in the U.S.", with N. Garas, *Russian Language Journal* Vol. 59, 2010
 8. Guest Editor's Introduction. Special Focus Issue: Language Learning and Study Abroad, *Foreign Language Annals*, Vol 43, No. 1, Spring 2010, pp. 3- 5.
 9. Author, "Study Abroad: When, How Long, and with What Results? New Data from the Russian Front", *Foreign Language Annals*, Volume 43, No. 1, Spring 2010.
 10. Co-author, "*Live from Russia!*" *Russian. Stage I (Revised and Updated Edition)*, with K. S. Gor and M. D. Lekic, ACTR and Kendall/Hunt Publishing Co., 2 Volumes with video, DVD, CD ROM, Workbook, and Teachers Manual. Dubuque, Iowa/Washington, D. C., 2008.
 11. Author, "The Issue of a Russian Globalization: The Functioning of Russian as a Native, Second, and Foreign Language outside the Russian Federation." *Mir russkogo slova*, No. 3 (2007), pp. 14-17. [In Russian. Published version of a plenary lecture presented at the Eleventh International Congress of MAPRIAL, Varna, September 2007; and at the Carnegie Endowment for International Peace, International Forum on the Study and Teaching of Russian, Washington, D. C., October 2007.]

LECTURES

Over 270 Refereed or Invited

HONORS AND AWARDS

Elected as Foreign Member, Ukrainian Academy of Education, February 2008. Honorary Badge "Contribution to the Cause of Friendship", Awarded by Russian Ambassador to USA, Yuri V. Ushakov, 1 December, 2005; Medal *Dank*, Conferred by President of the Kyrgyz Republic, 27 January 2005; Honorary Professorship, Kyrgyz National University, 23 February 2003; Honorary Doctoral Degree in Theory and Practice of Languages, State University of World Languages, (Republic of Uzbekistan), May 24, 1997; Honorary Doctor of Science in International Relations, Almaty State University (Republic of Kazakhstan), April 23, 1996;

Doctor Honoris Causa by the Russian Academy of Sciences (Division of Language & Literature), 26 December 1994; Elected as Foreign Member, Russian Academy of Education, 5 April 1995; Order of International Friendship, Conferred by Order of the President of the USSR, 11 August 1990;

Distinguished Service to the Profession Award, Modern Language Association (MLA) Association of Departments of Foreign Language (ADFL), March 1997; Distinguished Service to the Profession Award, American Association of Teachers of Slavic and Eastern European Languages (AATSEEL), 29 December 1995; A.S. Pushkin Medal (1982), International Association of Teachers of Russian Language and Literature, Fifth International Congress, Prague 1982; Amherst College Trustee Fellow (1975-1976); Harvard University NDEA Title IV Fellow (1966-1969), Woodrow Wilson Fellow (h65), Delta Phi Alpha (German) '65, Phi Beta Kappa '65.

CURRICULUM VITAE
ROSEMARY G. FEAL

CONTACT INFORMATION

Mailing address | 5 Concord Avenue, Apt 62 • Cambridge, MA • 02138

Cellular | 646 831-6301

E-mail address | rfeal@wellesley.edu

EXECUTIVE, ADMINISTRATIVE, AND ACADEMIC APPOINTMENTS

MODERN LANGUAGE ASSOCIATION OF AMERICA

2017– Executive Director Emerita

2002–17 Executive Director

WELLESLEY COLLEGE

2017–18 Mary L. Cornille Distinguished Visiting Professor in the Humanities

AMERICAN COUNCIL ON EDUCATION

2011–12 Fellow, Five Colleges, Incorporated (MA)

UNIVERSITY AT BUFFALO, STATE UNIVERSITY OF NEW YORK

2017– Professor of Spanish Emerita

1999– Professor of Spanish

Administrative positions:

Chair, Department of Modern Languages and Literatures

Director of Graduate Studies in Spanish

Executive Steering Committee, Institute for Research and Education on Women and Gender

President's Review Board for Tenure and Promotion

STONY BROOK UNIVERSITY, STATE UNIVERSITY OF NEW YORK

1997 Resident Fellow, Humanities Inst.

UNIVERSITY OF ROCHESTER

1996–98 Professor of Spanish

Administrative positions:

Associate Chair and Director of Undergraduate Studies, Modern Languages and Cultures

Director of Spanish Program

Director of Undergraduate Studies, Comparative Literature

Director, Women's Studies Curriculum

Steering Committee, Susan B. Anthony Institute for Women's Studies

1990-96 Associate Professor of Spanish

1987-90 Assistant Professor of Spanish

EARLY CAREER

1986-87 Mellon Postdoctoral Teaching Fellow, University of Rochester

1982-86 Lecturer, Canisius College

1981-82 Teaching Assistant, University at Buffalo, State University of New York

1980-81 Lecturer, State University of New York, Buffalo State College

1977-80 Teaching Assistant, University at Buffalo, State University of New York

EDUCATION

1984 PhD, Spanish (with distinction), University at Buffalo, State University of New York

1979 MA, Spanish, University at Buffalo, State University of New York

1977 BA, magna cum laude, Allegheny College (majors: Spanish and French)

1976 Diplôme d'Études Françaises, Université Paul Valéry, Montpellier, France

1975 Hamilton College (in cooperation with Williams and Swarthmore Colleges) Semester in Madrid

1972 Bachillerato en Letras, Instituto Belga Guatemalteco (private, selective women's institute), Guatemala City

CURRENT POSITION

Mary L. Cornille Distinguished Visiting Professor in the Humanities, Wellesley College

Housed in the Suzy Newhouse Center for the Humanities, the Cornille Professor contributes to the intellectual life of Wellesley College by conducting seminars for faculty members and giving a public lecture. Recent Cornille Professors include Emmanuel Akyeampong, Françoise Lionnet, Ato Quayson, and Nancy F. Cott.

IMMEDIATE PAST POSITION

Executive Director, Modern Language Association of America (MLA)

The MLA is a century-old not-for-profit scholarly society with approximately twenty-five thousand members who are primarily college and university scholars and teachers and who reside in over one hundred countries. Appointed by and reporting directly to the member-elected Executive Council,

the executive director administers the business affairs, programs, and governance of the association; manages a staff of around one hundred employees; and oversees an operating budget of more than sixteen million dollars.

In my role as executive director, I acted as general editor of the association's rich publishing and research programs and as editor of two association publications, served as an ex officio member of all committees and commissions of the association, chair the committee that oversees the planning of the association's annual convention, and had substantial fiduciary responsibilities for the association, which included being a member of the council's audit and advisory committees, working with the MLA's trustees in evaluating and implementing investments of the MLA's endowment funds, and chairing the Finance Committee.

I represented the MLA at the federal level, sitting on the board of the National Humanities Alliance and representing the MLA in a variety of national associations; working on reauthorization of the National Endowment for the Humanities, National Endowment for the Arts, and Title VI of the Higher Education Act; and acting as an advocate on a range of funding and policy issues affecting higher education. The chief MLA spokesperson, I worked with the media to inform MLA members and the public about association resources, to shape public perception of the association's mission, and to discuss topics related to higher education.

MAJOR INITIATIVES AT THE MLA

Forging a New Public Image of the MLA and the Study of the Humanities

A cornerstone of my vision for the MLA was to use new media to extend the outreach of the association and convey the importance of the humanities to a broader public. I represented the MLA positively to the association's membership, as well as to the public, to the media, and to foundations and other organizations. Programs such as *Talk of the Nation*, *On Point*, and *Voice of America* have interviewed me, and I commented regularly for the *Chronicle of Higher Education* and *Inside Higher Ed*. My opinion pieces have appeared in national publications. I also trained MLA members to speak with the media about topics related to language, literature, and culture. I forged good collegial relations with other disciplinary societies and solidified the MLA's long-standing role as a leader in the higher education community by promoting the MLA's initiatives and by securing grants from the Ford Foundation, Andrew W. Mellon Foundation, Teagle Foundation, and the Department of Education, among others.

<http://www.npr.org/templates/story/story.php?storyId=4954183>

<http://onpoint.wbur.org/2006/01/10/languages-and-america>

<http://www.voanews.com/specialenglish/archive/2004-06/a-2004-06-23-3-1.cfm>

MLA Strategic Plan

Under my direction, the MLA implemented its first strategic plan, a four-year road map to support and expand the MLA's mission. The plan focuses on dozens of initiatives in four main areas: advocacy, careers and conventions, outreach, and publications. Key projects include an online advocacy hub, the MLA Language Consultancy, invigorated advocacy fund-raising, new convention-session formats, programs to recognize volunteers, international meetings, enhancements to the *MLA Bibliography*, K-16 partnerships, and professional-development opportunities.

<https://www.mla.org/content/download/52909/1816786/MLA-Strategic-Plan-August-2016.pdf>

Connected Academics

I led the MLA's launch of the program Connected Academics: Preparing Doctoral Students of Language and Literature. With support from the Mellon Foundation, this program aims to help students bring the expertise they acquire in advanced humanistic study to a wide range of professional situations. Connected Academics includes pilot programs at three partner institutions committed to implementing the recommendations of the MLA Task Force on Doctoral Study. The programs support career diversity for language and literature doctoral students and graduates; annual institutes, hosted by the MLA and its project partners; yearlong proseminars focused on professional training for doctoral students, recent graduates, and PhD-holding adjuncts; the creation of reports on the career paths of graduates with doctorates in language and literature; expanded mentoring and networking activities at the MLA Annual Convention and at regional MLA meetings; and workshops for directors of graduate studies and placement officers on assisting doctoral students who pursue a variety of career opportunities.

<https://connect.mla.hcommons.org/>

Bringing the MLA into the Digital Age

Several digital publications—for example, the first electronic edition of our best-selling scholarly title, the *MLA Handbook for Writers of Research Papers*, and a subscription-based digital edition of the *Literary Research Guide*—were produced under my leadership. I made facilitating more-interactive scholarly exchange a priority for the MLA.

The association was awarded a grant from the Andrew W. Mellon Foundation to develop *MLA Commons*, an online platform for MLA members, where they can share research, work collaboratively, and explore new modes of scholarship. Through subsequent grants from the National Endowment for the Humanities, the association has expanded the *Commons* to include a library-grade repository through which scholars can archive and share their work. With continuing support from the Mellon Foundation, the MLA has opened the *Commons* to other scholarly societies through the federated, collectively supported site *Humanities Commons*. In addition to building a platform to create new forms of scholarship, the MLA has created guidelines for evaluating digital scholarship to help encourage that work's acceptance in promotion and tenure reviews. These influential guidelines have been adopted by many disciplines. The 2011 issue of *Profession*, which I edited, included five articles on evaluating digital scholarship.

http://www.mla.org/guidelines_evaluation_digital

<http://www.mlajournals.org/toc/prof/2011/1>

Building the MLA Endowment and Ensuring Fiscal Health

From the time I came to the MLA in 2002 until August 2016, the MLA endowment more than tripled. In 2017, after the transfer of \$3.5 million from the operating reserves, the endowment stood at over six times the value it held in 2002. Good investment and business decisions and prudent association operations have resulted in budget surpluses in eleven of the past fourteen years. I also greatly expanded the MLA's development efforts by establishing annual fund-raising goals and hiring staff members to support them. Under that plan, we achieved 100% board participation in fund-raising and increased contributions by 668% between 2005 and 2017. Most recently, I launched the MLA's first capital campaign committed to raising funds for advocacy programs that serve humanists and advance the humanities. That campaign is called Paving the Way: For the Future of the Humanities,

and its flagship event, the Benefit for the Humanities, raised over \$100,000 and featured special guest Anna Deavere Smith.

Creating a National Agenda for Foreign Language Education

I provided leadership to a committee established by the Executive Council to consider the effects of the ongoing language crisis on the teaching of foreign languages in colleges and universities. The committee examined the efforts of the United States government to meet the needs of national security and mapped a plan for joint advocacy and outreach efforts with other organizations, recommending ways for the MLA to partner with government agencies to offer a rationale for language acquisition and advanced language study that goes beyond the needs of national security. Data from the MLA Language Map, a widely used online tool launched under my direction, provided evidence of the linguistic diversity in the United States. Working with the Executive Council, I developed a strategy to shape the committee's report for public release and to promote wide adoption of the recommendations by our academic constituents.

<http://www.mla.org/flreport>

http://www.mla.org/map_main

Strengthening Language Programs Nationwide

Under my direction, the MLA launched a language consultancy project that provides services to colleges and universities that wish to transform their language programs. Taking as its basis the recommendations contained in the 2007 MLA report *Foreign Languages and Higher Education: New Structures for a Changed World*, the project provides outreach services to campuses seeking to improve language teaching, develops resources for the academic community, establishes methodologies for assessing the strength of campus language programs, and sets appropriate standards for language programs. This project is informed by data collected during a survey of language requirements. It also supplies data for a database of language enrollments at postsecondary institutions.

http://www.mla.org/survey_lang_requirements

http://www.mla.org/flsurvey_search

The National Language Agenda

I served as a member of the American Academy of Arts and Sciences Commission on Language Learning, which wrote the report *America's Languages: Investing in Language Education for the Twenty-First Century*. The report, drafted over a two-year period, was created “in response to a bipartisan request from four members of the United States Senate and four members of the House of Representatives to examine the following questions: How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfillment of all Americans? What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language learning?” The report was released in February 2017 during a series of events in Washington, DC, including a briefing at the National Press Club, a luncheon at the Reserve Officers' Association, meetings with the staff of Senators Tammy Baldwin (D-Wisconsin) and Tim Kaine (D-Virginia), and a small-group meeting with Senator Orrin Hatch (R-Utah). *America's Languages* has received widespread coverage in the media.

<http://www.amacad.org/content/Research/researchproject.aspx?d=21896>

Establishing the Task Force on Evaluating Scholarship for Tenure and Promotion

I spearheaded a task force charged with examining the procedures used to evaluate scholarly publications for tenure and promotion and helped produce a major report on the group's findings. In 2005, department chairs, deans of humanities, and faculty members recently reviewed for tenure were surveyed by the MLA about the requirements for tenure—and the outcome of tenure cases—in research institutions and liberal arts colleges. The results of this survey were the subject of numerous presentations I gave around the country and a special section of the MLA's journal *Profession*.

http://www.mla.org/tenure_promotion

Advocating on Behalf of the Academic Workforce

I made it a priority for the MLA, which has long been concerned about the steady increase in the use of contingent faculty members, to step up its outreach efforts on academic staffing. I regularly communicated with administrators at all levels and with faculty members about using the MLA data and policy statements to improve conditions at their institutions. Key projects included the Coalition on the Academic Workforce, which conducts surveys and research and performs advocacy work; the Academic Workforce Advocacy Kit, which brings together a set of reports and guidelines

on faculty workload and staffing norms; a self-assessment tool for departments to use in implementing equitable policies and practices for the hiring, review, compensation, and advancement of non-tenure-track faculty members; and the Academic Workforce Data Center, which presents Department of Education data about the composition of the academic workforce at thousands of colleges and universities in the United States. I used these research and reporting projects to publish regular Advocacy Alerts – e-mails that instruct and mobilize MLA constituents to personally advocate for humanities support – and to establish partnerships with peer organizations for direct lobbying of lawmakers and campus decision makers. Thanks to these and many more efforts, the MLA became a strong institutional leader in this area during my tenure.

<http://www.academicworkforce.org>

http://www.mla.org/pdf/clip_stmt_final_may11.pdf

http://www.mla.org/acad_work_search

Reforming the MLA Annual Convention

I initiated the restructuring of the convention so that it responds better to shifting intellectual interests in the profession, provides a more collaborative environment for scholarly exchange, and allocates sessions equitably among constituencies. The most innovative proposal made by the group I chaired – to move the convention from late December to early January – helped attract new attendees. Under my leadership, the Program Committee successfully reimagined convention programming to energize returning members and to incorporate social media into the fabric of the convention. Other key features of the convention are new opportunities for professional development and workshops on nonacademic career options.

<http://www.mla.org/convention>

MLA International Symposium

With my guidance, the MLA held its first-ever international symposium, *Other Europes: Migrations, Translations, Transformation*, in Düsseldorf, Germany, from 23 to 25 June 2016. The symposium attracted 314 registered attendees from 36 countries; 47% of attendees came from the United States and Canada, and 44% came from Europe. The symposium program featured 68 sessions with approximately 227 participants from over 185 universities and colleges, including 5 plenary events and 2 receptions.

AMERICAN COUNCIL ON EDUCATION (ACE) FELLOWSHIP

Being selected as an ACE Fellow afforded me a yearlong experience in higher education leadership development through periodic residencies at the Five Colleges, Incorporated, in Massachusetts; focused retreats on issues that higher education leaders face; dozens of site visits to study institutions of all Carnegie classifications; and case studies on specific campuses. My residency allowed me to work closely with the executive director of the Five College consortium, Neal Abraham, as well as with the president of Smith College, Carol Christ, and the president of Mount Holyoke College, Lynn Pasquerella, and their leadership teams. I attended monthly meetings with the presidents, chief academic officers, chief financial officers, librarians, chief student affairs officers, and other leadership groups of all five institutions. On the Smith and Mount Holyoke campuses, I focused on strategic planning, admissions, curriculum, development, and alumnae relations. I attended Board of Trustees meetings, alumnae events, presidents' cabinet meetings, and faculty meetings. I also met with groups of faculty members, attended student activities, dined with students, and observed commencement-related events on both campuses. I was invited to participate in the reviews of the Five College Center

for the Study of World Languages and of the Five College Women's Studies Research Center. I gained a functional knowledge of most aspects of consortium and campus operations and have a good understanding of the role of a liberal arts college president.

MLA-RELATED SERVICE

Advisory Committee, Mellon Mays Fellows Professional Network (2012–2015)
Roundtable participant, Civic Learning and Democratic Engagement. Association of American Colleges and Universities and Global Perspective Institute (2010)
Board of Directors, National Humanities Alliance (2002–2017)
Executive Committee (2002–2017)
Vice President (2005–09)
Board of Directors, American Council of Learned Societies (2008–09)
Council of Administrative Officers, American Council of Learned Societies (2002–2017)
Chair (2008–09)
Steering Committee (2006–09)
Coalition on the Academic Workforce (2002–2017)
Cochair (2008–11)
Chair (2002–05)
Five Colleges Center for the Study of World Languages Review Committee
Member (24–26 Apr. 2012)
American Academy of Arts and Sciences Commission on Language Learning
Member (2015–17)

SELECTED PUBLICATIONS RELATED TO MLA POSITION

"Where Has Assessment Been in the Modern Language Association? A Disciplinary Perspective."
With David Laurence and Stephen Olsen. *Literary Study, Measurement, and the Sublime: Disciplinary Assessment*. Ed. Donna Heiland and Laura J. Rosenthal. New York: Teagle Foundation, 2011. 59–67.
"Language Study and Higher Education in a Changing World." *The Key Reporter* (Phi Beta Kappa). Spring 2011. <http://www.pbk.org/home/FocusNews.aspx?id=684>.
"Where in the World Are Languages?" *Huffington Post*. 22 Nov. 2010.
http://www.huffingtonpost.com/rosemary-feal/where-in-the-world-are-la_b_787066.html.
"The World beyond Reach." *Chronicle of Higher Education*. 7 Nov. 2010.
<http://chronicle.com/article/The-World-Beyond-Reach-Why/125267/>.
Lead author, MLA-Teagle Working Group. "The English or Foreign Language Major and Liberal Education." *Liberal Education* 95.2 (2009): 30–39.
"How Can the Educational Community Come Together on Language Issues?" *Modern Language Journal* 92.4 (2008): 630–31.

SELECTED PRESENTATIONS, PANELS, AND LECTURES RELATED TO MLA POSITION

Panelist, "National Commission on Language Learning: Next Steps." American Council on the Teaching of Foreign Languages Annual Convention. Boston. 18 Nov. 2016.
Keynote speaker, "Humanities at the Crossroads in U.S. Higher Education: 101 Paths." University of Rochester. 9 Sept. 2016.
Welcome address, "Plenary: Citizens without Borders." Other Europes: Migrations, Translations,

Transformations. Heinrich-Heine-Universität. Düsseldorf. 23 June 2016.

Moderator, "The Humanities in the Political Economy of Higher Education: Inside Perspectives and Outside Viewpoints." ADFL Summer Seminar. New York City. 6 June 2016.

Moderator, "Extending the Reach of the Humanities PhD." ACLS Annual Meeting. Arlington. 5 May 2016.

Moderator, "Panel Discussion: Making the Case for Humanities Research." National Humanities Alliance Annual Meeting. Washington, DC. 14 Mar. 2016.

Presider and speaker, "Influencing Public Policy." MLA Annual Convention. Austin. 10 Jan. 2016.

Keynote speaker, "Tracking/Trekking Language Study: From NYU to the UN." New York University. 10 Nov. 2015.

Keynote speaker, "Language and Identity: What Our Students Are Studying." Language and Identity: Putting Your Self on the Line. Middlebury Language Schools Centennial Celebration. Middlebury. 17 July 2015.

Moderator, "Public Policy Perspectives from Upper Administration." ADFL Summer Seminar. Arlington. 6 June 2015.

Keynote speaker, "Language Trends, Trendy Languages: The MLA Perspective." Engaging a Wider Community through CLAC. Cultures and Languages across the Curriculum (CLAC) Symposium. Denison University. 17 Apr. 2015.

Panelist, "The Emergence of the 'Precariat': What Does the Loss of Stable Well-Compensated Employment Mean for Education?" Albert Shanker Institute, Washington, DC. 14 Jan. 2015.

Speaker, "What Writing Studies Does for the MLA, What the MLA Does for Writing Studies." "Reorganizing the MLA: Making More Room for Rhetoric, Composition, and Writing Studies." MLA Annual Convention. Vancouver, BC. 9 Jan. 2015.

Presider, "Talking with Our Publics: Engagement and Accountability." MLA Annual Convention. Vancouver, BC. 8 Jan. 2015.

Speaker, "The Salaita Case and New Assaults on Academic Freedom." Middle East Studies Association Annual meeting. Washington, DC. 22 Nov. 2014.

Speaker, "The Traffic in Meaning." Contact Zones: A Conference in Honor of Mary Louise Pratt. New York University. 14 Nov. 2014.

Speaker, "Learned Societies and Employment Outcomes of Doctoral Education." ACLS Conference of Administrative Officers Fall Meeting. American Council of Learned Societies. Honolulu. 1 Nov. 2014.

Speaker, "Understanding Pathways in the Humanities and Social Sciences." Understanding PhD Career Pathways for Program Improvement. Council of Graduate Schools Workshop. Warrenton, VA. 30 Sept. 2014.

Plenary speaker, "The MLA Language Consultancy Program: What We've Learned from Participating Departments." State University of New York Global Center. New York. 4 June 2014.

Speaker, "The State of Language: K-12 Teacher and Higher Education Faculty Capacity." Internationalization of US Education in the Twenty-First Century: The Future of International and Foreign Language Studies: A Research Conference on National Needs and Policy Implication. College of William and Mary. 12 Apr. 2014.

Special guest speaker, "Languages and the Humanities Today: What We Teach, What We Learn." Grand opening of the Department of Linguistics, Languages and Cultures. University of Calgary. 4 Apr. 2014.

Special guest speaker, "World Languages on the Anglophone Globe: Why Language Study Matters." University of Calgary. 4 Apr. 2014.

Keynote speaker, "The Humanities of the Future: Necessary Shifts." Humanities Symposium; The

Future of the Humanities. Arizona State University, Tempe. 6 Mar. 2014.

Speaker, "Higher Education: What It Can and Cannot Do." Center for Advanced Study of Language Conference, Languages for All? The Anglophone Challenge. University of Maryland, College Park. 30 Sept. 2013.

Speaker, "Vectors of Change in Undergraduate Education." ADFL Summer Seminar. Pittsburgh. 6 June 2013.

Guest lecturer, professional development workshop. Graduate Center, City University of New York. 20 May 2013.

Keynote address, "On Towers, Turrets, and Walls: Reimagining Language Programs for a New Era." Teaching Language, Teaching Literature: State of a Union. Graduate Center, City University of New York. 6 May 2013.

Featured speaker, "What Happens in Grad School Shouldn't Stay in Grad School: Thoughts on Necessary Cultural Change." Michigan State University Forum, Graduate Education in the Humanities: Preparing for a Meaningful Future. East Lansing. 24 Apr. 2013.

Keynote address, "World Languages on an American Campus? Get Outta Here!" Northwestern University Language Symposium 2013, World Languages and the Roles They Play in Academia. Northwestern University, Evanston. 12 Apr. 2013.

Guest speaker, "Commonly Taught Languages, More or Less: A Twenty-First-Century Approach." Fairfield University. 9 Apr. 2013.

Plenary speaker, "Consortia Models." SUNY Language PACT (Pipeline Access Culture-Technology): Building Community to Strengthen Language Learning Workshop. State University of New York Global Center, New York. 5 Apr. 2013.

Featured speaker, "Public Engagement with Literacy Instruction, MLA Style." Conference on College Composition and Communication Annual Convention. Las Vegas. 14 Mar. 2013.

Keynote address, Council of Independent Colleges Information Fluency Workshop, Workshop on Foreign Languages, Literatures, and Cultures. Charleston. 14 Feb. 2013.

Workshop organizer and leader, Keats-Shelley Association Retreat. New York. 25 Jan. 2013.

Session organizer and presider, "Leaders on the Right Track in the Academy." MLA Annual Convention. Boston. 5 Jan. 2013.

Session organizer and presider, "A Creative Conversation between Michael Erard and Dennis E. Baron." MLA Annual Convention. Boston. 3 Jan. 2013.

Plenary speaker, "Language Education in the United States: Current Status and Future Vision." American Council on the Teaching of Foreign Languages Annual Convention. Philadelphia. 16 Nov. 2012.

Speaker, "Media Training for Executive Directors." American Council of Learned Societies. ACLS Conference of Administrative Officers Fall Meeting. Nashville. 9 Nov. 2012.

Special guest address, "Language Studies Today: What Matters, and What's the Matter?" South Central Modern Language Association Annual Meeting. San Antonio. 8 Nov. 2012.

Invited speaker, "Practical Magic: Promoting the Humanities on Campus Today." The Humanities Today and the University of the Future Symposium. University of Virginia. 27 Sept. 2012.

Keynote address, "The Language Degree: Five Myths, Three Gifts, One Hope." Allegheny College. 22 Sept. 2012.

Invited moderator, "Are We Losing Our Humanity?" Arizona State University Forum. National Press Club, Washington, DC. 7 Sept. 2012.

Plenary speaker, "Financial Literacy for Chairs: How Numbers Drive Decisions." ADFL ADE Summer Seminar East. Nashville. 19 June 2012.

Moderator, "The Situation of the Humanities." ADFL-ADE Summer Seminar East. Nashville. 18 June

2012.

- Workshop coleader, State University of New York–Modern Language Association Workshop, “SUNY-MLA Collaboration for Language and Culture Education: Exploring New Structures for a Changing World.” Albany. 29 May 2012.
- “Humanities Required? A Discussion of Why Funding for Language and Literary Studies Is Needed More Now Than Ever.” Humanities Education Focal Group. Stanford University. 7 Mar. 2012.
- “The New Normal in the Humanities.” National Federation of Advanced Information Services Annual Meeting. Philadelphia. 26 Feb. 2012.
- “A Disciplinary Examination of Coalition on the Academic Workforce Data on Contingent Academic Work.” Association for the Study of Higher Education. Charlotte. 18 Nov. 2011.
- Discussion leader, “Intercultural Intelligence and Leadership Roles.” Thirty-Ninth Annual Institute for Chief Academic Officers and Chief Advancement Officers. Council of Independent Colleges. St. Petersburg. 6 Nov. 2011.
- “New Directions for World Language and Culture Courses.” Thirty-Ninth Annual Institute for Chief Academic Officers and Chief Advancement Officers. Council of Independent Colleges. St. Petersburg. 6 Nov. 2011.
- Keynote address, “Language Learning in Challenging Times: Strategies to Cope, Reasons to Hope.” Council of Independent Colleges. Little Rock. 31 Mar. 2011.
- Keynote lecture, “The World beyond Reach.” Project Humanities Launch Week. Arizona State University. 9 Feb. 2011.
- Presider, “The State of the Humanities.” Humanities Advocacy Day. National Humanities Alliance Annual Meeting. Washington, DC. 8 Mar. 2010.
- “Trends in Instructional Expenditures and Instructional Staffing.” American Federation of Teachers Annual Meeting. Miami. 6 Mar. 2009.
- Keynote, “Implications of the MLA Task Force Report on Foreign Languages.” Foreign Language Education in the Twenty-First Century. Graduate Center, City University of New York. 16 May 2008.
- Keynote, “Fostering Translingual and Transcultural Competencies.” Georgetown University. 24 Apr. 2008.
- Presider, “Routes to Leadership: A Roundtable on Preparing the Next Generation’s Administrators of Color.” College Language Association Annual Meeting. Charleston. 11 Apr. 2008.
- “A Report from the Modern Language Association’s Ad Hoc Committee on Foreign Languages.” Foreign Languages and Higher Education: New Structures for a Changed World. George Washington University. 3 Mar. 2008.
- “Report of the Modern Language Association Task Force on Evaluating Scholarship for Tenure and Promotion.” Council of Colleges of Arts and Sciences Annual Meeting. Chicago. 9 Nov. 2007.
- Speaker, American Academy of Sciences Humanities Indicators Open Session. American Council of Learned Societies Annual Meeting. Montreal. 10 May 2007.
- “The Library and the Production of Knowledge in the Digital Age.” Emory University Library Symposium. Atlanta. 13 Apr. 2007.
- Presider and speaker, “Evaluating Scholarship for Tenure and Promotion: New Approaches from the MLA Task Force.” Association of American Colleges and Universities Annual Meeting. New Orleans. 19 Jan. 2007.
- “La política lingüística y la lengua como tema político en los Estados Unidos.” Institute Ramón Llull, Barcelona. 22 Nov. 2005.
- Chair, “Human Rights and the Media.” Conference on Human Rights and the Humanities. Graduate Center, City University of New York. 21 Oct. 2005.

"Hispanists in the Modern Language Association: A Manual of Unusual Instructions." King Juan Carlos I of Spain Center Lecture Series. New York University. 4 Apr. 2005.

"Languages on the American Map: National Security and Cultural Identity." Cultures in Contact-Cultures in Conflict Lecture Series. Iowa State University. 11 Oct. 2004.

"Uncle Sam Wants You to Learn a Foreign Language: Humanities, Language Study, and National Identity." Ninth Annual Lawrence Lee Pelletier Lecture. Allegheny College. 5 Oct. 2004.

"Higher Education and Languages: An Overview of Resources, Progress, and Potential." National Language Conference Center for Advanced Study of Language. University of Maryland, College Park. 30 June 2004.

Chair, "Linguistic Ecology, Languages, and Human Rights: Implications for Foreign Language Study Today." American Council on the Teaching of Foreign Languages Convention. Philadelphia. 21 Nov. 2003.

SELECTED PARTICIPATION IN EVENTS RELATED TO MLA POSITION

What Works and What Matters in Student Learning. Teagle Foundation Conference. New York. 7-9 June 2012.

Shaping the Decade Ahead: Visions, Values, and Actions. Higher Education Resource Services (HERS) Summit for Women Presidents and Chancellors in Higher Education Past and Present. Colorado Springs. 12-14 Apr. 2012.

The Future of the Liberal Arts College in America and Its Leadership Role in Education around the World. Lafayette College. 9-11 Apr. 2012.

Council for Advancement and Support of Education (CASE) District I and II Joint Conference. New York. 23-24 Jan. 2012.

Seven Sisters Conference. Vassar College. 28-29 Nov. 2011

Beyond Preaching to the Choir: Realizing the Vision of a Multilingual Nation. National Foreign Language Center Twenty-Fifth Anniversary Symposium. Washington, DC. 12 May 2011.

Foreign Language Summit. Central Intelligence Agency. University of Maryland, Hyattsville. 8 Dec. 2010.

Mellon Undergraduate Education Meeting. Andrew W. Mellon Foundation. New York. 29 Mar. 2010.

Moving the Needle. New Leadership Alliance for Student Learning and Accountability. Washington, DC. 12-13 Nov. 2009.

Tenure Team Initiative on Public Scholarship. Imagining America Working Conference. New York. 9 June 2008.

Remarks by President Bush to the United States University Presidents Summit and Educational Stakeholders on National Security Foreign Language Initiatives. United States Department of State. Washington, DC. 5 Jan. 2006.

We the People: Forum on American History, Culture, and Ideas in the Colonial Founding Period. National Endowment for the Humanities. Washington, DC. 30 Apr. 2004.

ACADEMIC GRANTS AND HONORS

2002	Milton Plesur Excellence in Teaching Award, University at Buffalo, State University of New York
1998	Outstanding Woman Award, Undergraduate Women's Caucus, University of Rochester
1994	Ministerio de Cultura (Spain), Grant for Publication of <i>Painting on the Page</i>
1989	Bridging Fellowship with Art History, University of Rochester

- 1986–87 Mellon Postdoctoral Fellowship, University of Rochester
- 1980 Excellence in Teaching Award, Graduate School, University at Buffalo, State University of New York
- 1980 Graduate School Fellowship, University at Buffalo, State University of New York
- 1979 Grant-in-Aid, Research Foundation, State University of New York
- 1977 Ludwig Prize in Modern Languages, Allegheny College
- 1973–77 Alden Scholar, Allegheny College

ACADEMIC EDITORIAL WORK

EDITORSHIPS

Editor (with Jorge J. E. Gracia), *SUNY Series in Latin American and Iberian Thought and Culture* (2000–)
 Senior consulting editor, *Latin American Literary Review* (2000–02)

EDITORIAL BOARDS

Advisory Committee, *PMLA* (2001–02)
 Editorial Board, *Letras femeninas* (2000–)
 Editorial Board, *New Centennial Review* (2000–)
 Editorial Board, *Latino Cultural Studies* (1999–)
 Associate Editor, *Afro-Hispanic Review* (1997–)
 Consulting Editor, *Afro-Hispanic Review* (1994–96)
 Editorial Board, *Latin American Literary Review* (1992–)

RESEARCH PUBLICATIONS

BOOK IN PROGRESS

Identity Marks: Afro-Descendant Poetry from the Spanish-Speaking Caribbean to Los Nueva Yores

The project concerns formations and manifestations of identity in Afro-diasporic poetry in the Spanish-speaking Caribbean and Latinx U.S. (“Los Nueva Yores”) to uncover affinities both structural, psychological, and cultural across a period that spans from the 1980s through today. Identity in the Western tradition has typically been construed as the deepest truth of the individual self; my study instead imagines identity as always in relation, be it to geopolitics, history, ancestry, languages, ethnic and racial groups, or sexual and gender expression. The poetics of identity thus understood do not uncover a true self; rather, the marks of identity, constantly migrating, create a representation of self whose coherence through affinity derives from fragmentation.

My project asks how the practices of poetry, the visual, and the spoken word mark shifting racial, ethnic, and gender identities within the different socio-histories of Cuba, the Dominican Republic, Puerto Rico, and Los Nueva Yores? In what ways do distant African genealogical ties both bind and liberate subjects? What strategies do cultural practitioners employ to contest racialized environments? How do the connections between the Caribbean (as geographic place and imaginary space) and Latinx U.S. manifest in the concept of “nowhere land?”

Poets included are Rogelio Martínez Furé, Nancy Morejón (Cuba); Blas Jiménez, Chiqui Vicioso (Dominican Republic); Mayra Santos-Febres, Yolanda Arroyo Pizarro (Puerto Rico); Willie Perdomo, Sandra María Esteves, Josefina Báez, "Mariposa," Urayoán Noel, Mayda Del Valle (Latinx U.S.). I use a diachronic method to probe the historical and cultural contexts in which these poets work; a synchronic approach to perform a deep linguistic and representational analysis of the poems; and a strategy of juxtapositioning to reveal overtly conscious and subtle unconscious diasporic connections. My study is significant in that it provide analysis of poetry not studied to date, uncovers new connections and disjunctions among better-known poets, and produces an original contribution to the corpus of literature on identity.

BOOKS

- Isabel Allende Today: An Anthology of Essays*. Ed. with Yvette E. Miller. Pittsburgh: Latin American Literary Review Press, 2002. 146 pp.
- Painting on the Page: Interartistic Approaches to Modern Hispanic Texts*. With Carlos Feal. Albany: State U of New York P, 1995. xxii + 341 pp., 34 illus.
- Novel Lives: The Fictional Autobiographies of Guillermo Cabrera Infante and Mario Vargas Llosa*. 1986. University of North Carolina Studies in the Romance Languages and Literatures 226. Chapel Hill: Department of Romance Languages and Literatures, 1988. 175 pp.

SELECTED ARTICLES AND BOOK CHAPTERS

- "Narrative Tradition: *Biografía de un cimarrón* and *Me llamo Rigoberto Menchú*." *Letras femeninas* 32.1 (2006): 149-68.
- "Afro-Hispanic Writers in Latin American Literary History." *Literary Cultures in Latin America: A Comparative History*. Ed. Mario J. Valdés and Djelal Kadir. New York: Oxford UP, 2004. 240-45.
- "Women in the Profession, 2000." Coauthor. Report of the Committee on the Status of Women in the Profession. *Profession 2000*. New York: MLA, 2000. 191-217.
- "Afro-Hispanic Literature and Feminist Theories: Thinking Ethics." *Postcolonial Literatures: Expanding the Canon*. Ed. Deborah L. Madsen. London: Pluto, 1999. 148-63.
- "The Legacy of Ba-Lunda: Black Female Subjectivity in Luz Argentina Chiriboga's *Jonatás y Manuela*." *Afro-Hispanic Review* 17.2 (1998): 24-29.
- "Poetas afrohispanicas y la 'política de la identidad.'" *Literatura, historia e identidad: Los discursos de la cultura hoy*. Ed. Lilia Granillo Vásquez. Mexico: U Autónoma Metropolitana, Azcapotzalco, Centro de Cultura Casa Lamm, and U of Tennessee, Knoxville, 1996. 71-76.
- "Reading against the Cane: Afro-Hispanic Studies and *Mestizaje*." *Diacritics* 25.1 (1995): 82-98.
- "Reflections on the Obsidian Mirror: The Poetics of Afro-Hispanic Identity and the Gendered Body." *Afro-Hispanic Review* 14.1 (1995): 26-32.
- "Cristina Peri Rossi and the Erotic Imagination." *Reinterpreting the Spanish American Essay: Women Writers of the Nineteenth and Twentieth Centuries*. Ed. Doris Meyer. Austin: U of Texas P, 1995. 215-26.
- "Latin American Feminist Criticism and the 'Realm of the Real.'" *Letras femeninas* 20.1-2 (1994): 149-62.
- "Bordering Feminism in Afro-Hispanic Studies: Crossroads in the Field." *Educated Guesses: Personal Reflections on the Future of Latin American Studies*. Ed. Carlos J. Alonso. Spec. issue of *Latin American Literary Review* 20.40 (1992): 41-45.

- "Feminism and Afro-Hispanism: The Double Bind." *Afro-Hispanic Review* 10.1 (1991): 25-29. Rpt. in *Afro-Hispanic Review* 21.1-2 (2002): 30-34.
- "The Painting of Desire: Representations of Eroticism in Mario Vargas Llosa's *Elogio de la madrastra*." *Revista de estudios hispánicos* 24.3 (1990): 87-106.
- "Spanish-American Ethnobiography and the Slave Narrative Tradition." *Modern Language Studies* 20.1 (1990): 100-11.
- "The Duchamp Effect: G. Cabrera Infante and Readymade Art." *Criticism* 31 (1989): 401-20.
- "Women Writers into the Mainstream: Contemporary Latin American Narrative." *Philosophy and Literature in Latin America: A Critical Assessment of the Current Situation*. Ed. Jorge J. E. Gracia and Mireya Camurati. Albany: State U of New York P, 1989. 114-24.
- "Veiled Portraits: Donoso's Interartistic Dialogue in *El jardín de al lado*." *MLN* 103 (1988): 398-418.
- "La ficción como tema: La trilogía dramática de Mario Vargas Llosa." *Texto crítico* 13.36-37 (1987): 137-45.

SELECTED ACADEMIC PAPERS, PANELS, AND INVITED LECTURES

- "With Eyes and Soul: Reading Afro-Identity in the Americas." Mary L. Cornille Lecture. Suzy Newhouse Center for the Humanities, Wellesley College. 13 November 2017.
- "Gender Issues in Higher Education." Seven Sisters Alumnae Association Meeting. Buffalo. 31 Mar. 2001.
- "Lecturas sin Fronteras 2000: Leyendo a Cristina Peri Rossi." Congreso Internacional de la Asociación de Literatura Femenina Hispánica. York University. 22 Sept. 2000.
- Chair, "Changing Spaces: Private and Public Inscriptions on the Body." Berkshire Conference on the History of Women. University of Rochester. 6 June 1999.
- Chair, plenary session, with Walter Mignolo: "Ethnic Identity and Group Rights for Hispanics." University at Buffalo, State University of New York. 14 Nov. 1998.
- "Latin American Women Writers and Transgressive Narrative." LASA Convention. Guadalajara. 17 Apr. 1997.
- "Gender Theory and Hispanism." Johns Hopkins University. 7 Mar. 1997.
- "Dirty Wars and Dirty Words in Luisa Valenzuela." Northwestern University. 29 Jan. 1996.
- "Canon (Re)Formation in Afro-Hispanic Studies." MLA Annual Convention. Chicago. 29 Dec. 1995.
- "Liberta, Libertadora: Black Female Subjectivity in Argentina Chiriboga's *Jonatás y Manuela*." Congreso Internacional de la Asociación de Literatura Femenina Hispánica. Barnard College. 21 Oct. 1995.
- "When Text Makes Art Theory." *The New Novel and Its Extensions: Literary and Visual*. Elmira College. 16 Oct. 1994.
- Respondent, "Experimentación Teatral." Jornadas Internacionales de Teatro Latinoamericano. Puebla, Mexico. 14 July 1994.
- "Textual Violence, Politics, and Representation in Contemporary Latin American Narrative." Humanities Institute. Stony Brook University, State University of New York. 13 Oct. 1993.
- Respondent to Jessica Benjamin, "The Maternal Object: Between Omnipotence and Intersubjectivity." Symposium on Literature and Psychoanalysis. University at Buffalo, State University of New York. 9 May 1993.
- "Yo También Sélavý: Cabrera Infante in the Dada Tradition." Reading Cabrera Infante Twenty-Five Years after *Tres Tristes Tigres*. MLA Annual Convention. Washington, DC. 29 Dec. 1989.
- "Currents in Contemporary Latin American Narrative." Allegheny College. 8 May 1989.

Participant, "Foreign Subjects." *Soundings*, a radio program from the National Humanities Center. 21 June 1988.
"French and Hispanic Autobiography in the Twentieth Century as Fictional Creation" and "*Niebla* de Unamuno como autobiografía." North Carolina State University Foreign Language Institute. 20–21 June 1988.
"Contemporary Latin American Narrative: From the Sidelines into the Mainstream." International Federation of Latin American and Caribbean Studies. University at Buffalo, State University of New York. 24 Sept. 1987.

SELECTED ACADEMIC AND PROFESSIONAL SERVICE

UNITED STATES AND CANADA

Modern Language Association of America

Committee on the Status of Women in the Profession, MLA (1998–2001)
Chair (2000–01)
Cochair (1999–2000)
Nominating Committee (2001–02)[†]
Delegate Assembly (1988–93)
Ex officio delegate (1991–93)
Divisional delegate, Twentieth-Century Latin American Literature (1988–90)
Organizing Committee of the Delegate Assembly (1991–93)[†]
Chair (1993)

Feministas Unidas

Scholarship Committee (1992–96)
Chair (1992–94)
Treasurer and membership coordinator (1988–93)
Council of Officers (1988–2002)

UNIVERSITY AT BUFFALO, STATE UNIVERSITY OF NEW YORK

National Advisory Board, Humanities Institute, University at Buffalo, State University of New York (2005– 2012)

University

President's Review Board for Tenure and Promotion (FA 00–SP 02)
Executive Steering Committee, Institute for Research and Education on Women and Gender (FA 00–SP 02)
Member, Diversity Advocate Training Program, Office of Student Multicultural Affairs (FA 99–SP 00)

College of Arts and Sciences

Graduate Divisional Committee (SP 99–SP 02)
Dean's Language Curriculum Committee (SP 99)
Group for Caribbean Studies (SP 99–02)

Department of Modern Languages and Literatures

Department chair (SU 01–SP 02)

Academic Council (SP 99-02)

Spanish Section

Chair, Graduate Admissions Committee (SP 99-SP 02)

Director of graduate studies (FA 99-SP 01)

UNIVERSITY OF ROCHESTER

University

Dean's Strategic Planning Committee for Modern Languages and Cultures (FA 97-SP 98)

Faculty Senate Committee on Academic Affairs (FA 92-SP 94)

College Commission on Curriculum (SP 90-FA 91)

Women's Studies

Director, Women's Studies Curriculum (FA 90-FA 91; SP 93-SP 94)

Codirector (SP 95)

Susan B. Anthony Institute Steering Committee (FA 90-SP 95)

Undergraduate adviser, Women's Studies (FA 90-FA 91; SP 93-SP 94; SP 95)

Adviser, Graduate Certificate Program (FA 93-SP 95)

Rockefeller Institute Committee (FA 91-SP 95)

Supervisor of Internships and Practica (FA 90-FA 91; SP 93-SP 94)

Department of Modern Languages and Cultures

Associate chair and director of undergraduate studies (FA 97-SP 98)

Undergraduate Committee (FA 89-SP 91; FA 95-FA 96; SP 98-FA 98)

Chair (SP 98)

Graduate Committee (FA 93-SP 94)

MA in Teaching adviser (FA 87-SP 94)

Spanish Section

Spanish Search Committee (FA 87-SP 90; SP 96)

Chair (SP 98)

Director of undergraduate studies and adviser (FA 89-SP 91; SP 96-FA 96; SP 98-FA 98)

Director of graduate studies and adviser (FA 93-SP 94)

Director of Spanish program and section head (FA 90-FA 91)

Comparative Literature

PhD Program Faculty (FA 87-FA 98)

Curriculum Committee (FA 89-SP 96)

Chair (FA 94-SP 95)

Director of undergraduate studies and adviser (FA 94-SP 96)

SPAIN AND MEXICO

SUNY Programa de Estudios Hispánicos, Salamanca, Spain

Codirector (SU 81)

Assistant to director (SU 78; SU 79)

Concurso Latinoamericano de Teatro Elena Garro, Puebla, Mexico

Member of jury (11-16 July 1994)

SELECTED TEACHING EXPERIENCE

LANGUAGE AND WRITING

Elementary, Intermediate, and Advanced Spanish Language†
Total Immersion Spanish (in Salamanca)
Spanish for Native Speakers

LATIN AMERICAN LITERATURES AND CULTURES (TAUGHT IN SPANISH)

Spanish-American Civilization and Culture†
Spanish-American Short Story
Twentieth-Century Afro-Hispanic Prose†
Spanish-American Novel Post-1940††
Spanish-American Poetry: Feminist Poetics from Sor Juana to Today††

WOMEN'S STUDIES

Introduction to Women's Studies
Freshman Seminar: Women Writers, South American Cultural Contexts
Women's Life Writing†
Latin American Women Writers
Women Writing Race in the Caribbean
Latina Writers: Contemporary Fiction
Theories of Race and Gender

† *Cross-listed undergraduate and graduate course*

†† *Graduate seminar*

BIOGRAPHICAL SUMMARY

Myriam (Mimi) Met
2313 Briarcroft Court
Edgewater, MD 21037
410 956 5820

D.O.B.: October 5, 1945
Place of birth: Shanghai

EDUCATION

1966	A.B. (cum laude)	Queens College of the City University of New York
1968	M.A.	Indiana University
1971	Completed Ph.D. Coursework	Indiana University
1978	Ed. D.	University of Cincinnati

PROFESSIONAL EXPERIENCE

Present	Independent Consultant	Provide consulting services to schools, school districts, postsecondary institutions, and educational agencies on language programs K-12 (foreign languages, immersion, dual language, and ESL)
2000 to 2008	Acting Director Deputy Director National Foreign Language Center University of Maryland	Provide overall leadership in the areas of: language policy and foreign languages in the the federal, state, and private sectors; including infrastructure development to improve the national language competence, such as projects focused on heritage language resources; language rights, policies, and practices; tertiary level program improvement, particularly in less commonly taught languages; K-12 policy, programs, and evaluation; and development of instructional resources for use in academic, as well as government, settings.
1985 - 2000	Coordinator, Foreign Languages Montgomery County, (Md.) Public Schools	Coordination of countywide foreign language program to grades K-12.
1975-1985	Cincinnati Public Schools	Organization, curriculum development, and supervision of foreign and magnet school language programs, including supervision of services provided to English language learners

PUBLICATIONS: Twenty-three chapters in edited volumes; nineteen articles in refereed journals; nine invited papers in international publications.

CONSULTANT SERVICES: Currently serve as consultant to 4 state offices of education and numerous schools and school districts in the US. Previous work has included consultancies with universities, professional associations and private agencies throughout the United States, overseas ministries of education, as well as educational institutions in Europe, Asia, South America, and Canada.

INVITED ADDRESSES: Over 150 invited keynote addresses and plenary sessions in the US and more a dozen overseas.

PROFESSIONAL LEADERSHIP: Founder and first president of the National Association of District Supervisors of Foreign Languages; a founding member, and later president, of the Ohio Association for Bilingual Education as well as the National Network for Early Language Learning; and served on the Executive Council of the American Council on the Teaching of Foreign Languages.

AWARDS: Major national awards from The American Council on the Teaching of Foreign Languages: the Florence Steiner Award for Leadership in Foreign Language Education, K-12, in 1983, and the Papalia Award for Excellence in Teacher Education in 1999; Pioneer in Bilingual Education Award from the National Association for Bilingual Education, the Robert Mead Leadership Award from the American Association of Teachers of Spanish and Portuguese, and the Palmes Academiques from the Government of France.

ROBERT HENRY MOSER
Associate Professor
Department of Romance Languages, University of Georgia
Athens, GA 30602
(706) 542-1111; email: rmoser@uga.edu

Dr. Moser is a specialist in Luso-Brazilian literature, culture, and language studies, and has taught Portuguese at all levels at Brown U., UMass-Dartmouth, Harvard University, and the University of Georgia. An Associate Professor at the Dept. of Romance Languages at UGA, Dr. Moser was Interim Director of UGA's Latin American and Caribbean Studies Institute from 2011-2012, and has been the P.I. and Director of the Portuguese Flagship Program since 2011. Aside from his two book publications in the area of literature, *The Carnavalesque Defunto: Death and the Dead in Modern Brazilian Literature* (Ohio UP, 2008) and *Luso-American Literature: Writings by Portuguese-Speaking Authors in North America* (Rutgers UP, 2011), Moser has published many articles and reviews in scholarly journals and edited volumes. Several of Moser's teaching and research projects have also examined immigrant literature in the Lusophone World, both in Brazil and North America. Moser's M.A. degree was in English as a Second Language and much of his recent research and program-building efforts have focused on innovative, standards-based approaches to the teaching and assessment of Portuguese as a Foreign Language. Dr. Moser has been on the forefront of integrating telecollaborative learning into Portuguese curriculum, and he conducted a broad study (published in 2008) on the role of student motivation for choosing Portuguese at the university level. In 2015 he was awarded UGA's Office of International Education Study Abroad Award for his leadership of the Portuguese Flagship Program.

TEACHING/ADMINISTRATIVE POSITIONS

2011-	Director of Portuguese Flagship Program, UGA	
2011-2012	Interim Director of Latin American and Caribbean Studies Institute, UGA	
2008-	Associate Professor of Portuguese, Dept. of Romance Languages, UGA	
2002-08	Assistant Professor of Portuguese, Dept. of Romance Languages, UGA	
2001-02	Instructor of Portuguese, Dept. of Romance Languages & Literatures, Harvard U.	
1998-00	Teaching Fellow, Dept. of Portuguese & Brazilian Studies, Brown U.	

EDUCATION

Brown University (Providence, RI)		
Ph.D.	Portuguese and Brazilian Studies	May 2002
M.A.	English as a Second Language and Cross-Cultural Studies	May 1996

University of California, Berkeley (Berkeley, CA)		
B.A.	Comparative Literature (English/Luso-Brazilian)	May 1991

PH.D. DISSERTATION

"The Carnavalesque *Defunto*: Death and the Dead in Modern Brazilian Literature"; (Advisor: Nelson H. Vieira); Received the Outstanding Dissertation Award in the Humanities at Brown U. (2002)

SPECIALIZATIONS

Brazilian, Portuguese, Lusophone African Literature; Portuguese Language Pedagogy and Instruction; Immigration in the Lusophone World; Education in the Lusophone World; Brazilian Theater

TEACHING AREAS

Brazilian Literature and Society; Portuguese Literature and Society; Literature of the Lusophone World; Portuguese Language; Education in the Lusophone World; Comparative Education; Latin American Lit.

PUBLISHED BOOKS

The Carnavalesque Defunto: Death and the Dead in Modern Brazilian Literature. Athens, OH: Ohio University Press/Research in International Studies, 2008.

Luso-American Literature: Writings by Portuguese-Speaking Authors in North America. New Brunswick, NJ: Rutgers University Press, 2011. (Co-edited with Luciano de Andrade Tosta); Part of Multi-Ethnic Literature of the Americas Series.

SELECTED ARTICLES PUBLISHED

- Fall 2017 "The Literary Revanant in a Latin American Comparative Context," in book *Beyond Tordesillas: Critical Essays in Comparative Luso-Hispanic Studies* (eds. Robert P. Newcomb and Richard A. Gordon), Columbus: The Ohio State U. Press, 2017, 95-107.
- Spring 2017 "The Homeland in the Literature and Music of Syrian-Lebanese Immigrants and their Descendants in Brazil" (with co-author A. J. Racy). *Diaspora: A Journal of Transnational Studies*, vol. 19, no. 2-3 Summer/Winter 2010 (published May 2017), 280-311.
- Fall 2016 "Maximizing Oral Proficiency Development via Telecollaborative Partnerships in the Portuguese Flagship Program," (with co-authors Victoria Hasko, Fernanda Guida, Mary Elizabeth Hayes, and Viviane Klen Alves) in volume *Exploring the US Language Flagship Program*, eds. Dianna Murphy and Karen Evans-Romaine, Bristol, UK: Multilingual Matters, 2016.
- Fall 2010 "Some Thoughts on the Making of a Luso-American Literature Anthology." *andarILHAgem* N.º 8, Direcção Regional das Comunidades-Governo dos Açores, December 2010, 60-65.
- Fall 2006 "A Expansão do Português nas Universidades Norte-Americanas e o papel da Motivação Estudantil neste Processo," [The Expansion of Portuguese at North American Universities and the Role of Student Motivation in this Process], in book *Espaços Lingüísticos: Resistências e Expansões*, Katia S. Mota & Denise Scheyerl (orgs.), Salvador: Editora da UFBA, 2006, 207-250.
- Fall 2005 "Rosalina's Ghostly Seed: the Story of Miscarried Patriarchal Legacies in Autran Dourado's *Ópera dos Mortos*." *Luso-Brazilian Review*, U. of Wisconsin, Madison, vol. 42, no. 1, 2005, 199-212.

GRANTS, FELLOWSHIPS & AWARDS

- 2011-present **Principal Investigator and Director, Portuguese Flagship Program.**
Wrote and secured grant award from the Institute of International Education to develop a Portuguese Flagship Program under The Language Flagship, an initiative of the National Security Education Program. Cumulative total awarded from 2011-2016 is \$2,642,365. Submitted Renewal Application in January of 2016 and received approval for next 4 Yr period (2016-2020) in the projected total amount of \$2,252,366 plus student scholarship support. Grant is renewable.

- 2015-2017 **Principal Investigator, Portuguese Acquisition Linkages grant.**
The PAL Project was one of only four Language Flagship Linkages grants awarded nationally to promote the instruction of critical, less commonly taught languages, such as Portuguese, at the secondary school and community college levels. The PAL Project consists of ground-breaking proficiency target setting, curriculum development, assessment, program surveys, research, student recruitment, and professional development for public school teachers, with a particular focus on the expansion of Portuguese in the state of Georgia. Awarded \$216,738 in 2015 with a 6 month \$95,000 extension awarded in 2016 – grant period ended March 31, 2017.
- Spring 2015 Recipient of UGA’s Study Abroad Award (Office of International Education)
- Fall 2008 Principal Investigator, “Collection of Augusto Boal Plays in English translation,” Willson Center Senior Research Fellowship, UGA, \$12,419.
- Spring 2008 Principal Investigator, “Brazilian-Americans in Georgia and Beyond – A Multi-Disciplinary Symposium” Latin Amer. & Caribbean Studies Inst., UGA, \$18,000
- Fall 2007 Principal Investigator, “Luso-American Literature: an Anthology of Writings by Portuguese-Speaking Authors in North America,” Luso-American Foundation, \$4,000; Brazilian Ministry of Foreign Relations \$2,000.
- Spring 06 & 08 Principal Investigator, Willson Center Book Subvention Grants, UGA, \$4500.
- Spring 2004 Principal Investigator, “The Cultural Contribution of Syrian/Lebanese Immigrants in Brazil,” Willson Ctr. Junior Faculty Research Grant, UGA, \$5000.
- Summer 2003 Principal Investigator, “The Carnavalesque Defunto: Death and the Dead in Modern Brazilian Literature,” Sarah H. Moss Fellowship, UGA, \$8,000.
- Spring 2003 Principal Investigator, “The Lusophone Fair: a Celebration of the Portuguese –Speaking World.” Received funding from President’s Venture Fund, World Span Inc., Luso-American Foundation totaling \$6500.

OTHER SELECTED PROFESSIONAL ACTIVITIES:

- Presenter: “Memory, Imagination, and Roots in the Music and Literature of Syrian-Lebanese Immigrants and their Descendants in Brazil.” Guest speaker in join talk with A.J. Racy at Near Eastern Studies, UCLA, March 2010.
- Liaison: Responsible for the establishment of International Cooperative Agreements between UGA and U. of Cape Verde (2011), Brazilian Federal Fluminense U. (2009), Brazilian Consulate in Atlanta (2008), and Angolan Consulate in Houston (2003).
- Coordinator: Organizer of “Brazilian-Americans in Georgia and Beyond: a Multi-Disciplinary Symposium,” a 2 day event that gathered over 30 national and international scholars and public officials. Sponsored by LACSI, in collaboration with Georgia State U., April 08.
- Asst. Direct. Assistant Director of UGA Niterói-Brazil Summer Study Abroad Program. Taught and supervised undergraduate and graduate students, program coordination 2004-2007.

Gregg Roberts
Director Dual Language Studies
American Councils for International Education
groberts@americancouncils.org
(801) 403.7805
World Languages & Dual Language Immersion Specialist
Utah State Board of Education - Retired

Career Summary:

Gregg was the World Language & Dual Language Immersion Specialist for the Utah State Office of Education. He was also currently the co-project director of the Flagship Language Acquisition Network (F-LAN), a national consortium of 20 states led by Utah and recently funded by the National Language Flagship program (US Department of Defense). The F-LAN consortium is working to develop and implement preK-16 programs that will produce Advanced-level speakers of Chinese and Portuguese upon high school graduation and professionally competent Superior speakers upon university graduation.

His work with the Utah Legislature and Governor's office led to groundbreaking changes in the way world languages are viewed and funded within the state's K-12 schools. The K-12 program he designed with his team is being used as a model of innovative world-language education nationally and internationally. As part of this program he gathered and lead a group of K-12 educators, in collaboration with the state's institutions of higher education, in the design and implementation of Utah's highly successful *Critical Language and Dual Language Immersion programs (DLI)* in Chinese, French, German, Portuguese, Russian and Spanish. In the process he directed the development of K-12 immersion curricula, the establishment of proficiency targets for all grade levels and DLI languages, a comprehensive assessment program comprised of internal and external assessments, and a job-embedded professional development program and support system in those languages. He was also instrumental in the implementation of teacher recruitment as well as alternative certification and professional development programs that are serving as models for other states.

Gregg has taught at both the secondary and university levels. He also served as the Granite School District's World Language Specialist. He was named the 2009 National Council of State Supervisors of Foreign Language *State Supervisor of the Year*, the 2015 ACTFL *Leo Benardo Award for Innovation in K-12 Language Education*, and is a recipient of the *Palms Académiques* from the French Government.

From 1991-1993, as a French Teaching Assistant, University of Utah:

- Taught 1st and 2nd year French courses.

From 1994-1999, as a Comparative Literature Teaching Fellow, University of Utah:

- Designed and taught 3rd year Comparative Literature courses
- Taught 2nd and 3rd year French courses.

From 1993-1999, as a Adjunct French Professor, Salt Lake Community College:

- Taught 1st, 2nd, and 3rd year French courses

From 2001-2004, as a Secondary Teacher, Granite School District:

- Taught French levels 1, 2 & 3
- Taught US History
- Taught 9th grade English Language Arts

From 2004-2006, as the World Language Specialist, Granite School District:

- Designed and implemented the state's first two-way Spanish Gifted DLI program for underrepresented Spanish-speaking students.
- Implemented Spanish for Native Speakers in six secondary schools with a majority Hispanic population.
- Implemented the district's first Navajo language courses for underserved heritage language students.
- Designed and implemented the district's first two-way Spanish DLI program.
- Created district-wide curriculum pacing maps for World Languages.
- Directed district-wide professional development, textbook adoptions, and assessments.
- Piloted STAMP testing in Spanish and French in Title I schools.

From 2006-2017 as the World Language & Dual Language Immersion Specialist, Utah State Office of Education:

- Oversaw the \$3.5 million budget from the Utah State Legislature for the Utah Dual Language Immersion program.
- Oversaw the \$1.1 million budget from the Utah State Legislature for the J-1 Foreign Exchange Student program.
- Presented to the Utah Council of Economic Development about the importance of business partnership and expansion of critical language programs.
- Testified multiple times in front of the Utah State Senate's Education Appropriation Committee on the importance of critical languages, importance of early language learning and importance of a K-16 accelerated foreign language program.
- Testified before the Utah Senate Education Committee on Seal of Biliterate Proficiency.
- Co-created the *Utah Critical Language Program*, which was originally funded by the Utah State Legislature in 2008. This program now supports:
 - 91 secondary Schools offering Chinese to over 6,400 students.
 - 19 secondary schools offering Japanese to over 1,200 students.
 - 12 secondary school offering Arabic to over 300 students.
- Created the *Utah Dual Immersion Pilot Program (50/50 instruction)*, which was originally funded by the Utah State Legislature in 2008. As of the 2017-2018 school

year this program has now expanded to 22 school districts and 4 charter schools, many of which are in rural areas. The program serves over 40,000 children in 196 schools:

- 102 Spanish immersion schools
- 55 Chinese immersion schools
- 27 French immersion schools
- 9 Portuguese immersion schools
- 2 German immersion schools
- 1 Russian immersion school
- Co-created with the Chinese Flagship Program at Brigham Young University a consortium of six Flagship universities (Arizona State, BYU, Hawaii, Hunter College, Mississippi, Oregon), six state departments of education (Delaware, Georgia, Ohio, Oklahoma, South Carolina, and Utah) and districts and schools in California, Delaware, Georgia, Hawaii, Idaho, Illinois, Ohio, Oklahoma, Kentucky, Massachusetts, Mississippi, New York, Oregon, Rhode Island, Tennessee, Texas, and Wyoming. This consortium is funded by the National Flagship/ Department of Defense to facilitate the development, improvement, and dissemination of high quality programs throughout the nation that produce graduates who are professionally proficient in critical languages.
- Co-created the Utah Enhanced EDNET distance learning program in Mandarin Chinese in partnership with the BYU Chinese Flagship (2007)
- Established proficiency benchmarks and targets for the Utah DLI program in grades 1-12, a first nationally.
- Co-authored of the *Utah Roadmap to Language Excellence* (2009)
- Directed the revision of the Utah Core Curriculum for World Languages (2009 & 2014)
- Co-Chaired the Governor's World Language Council (2008-2016)
- For the Utah Dual Language Immersion Program: created the Annual Dual Language Immersion Institute (AUDII)- professional development for immersion teachers and administrators: 150 in 2009; 200 in 2010; 400 in 2011; 500 in 2012; 700 in 2013; 500 in 2014, 2015, 2016.
- Implemented state-wide AAPPL proficiency testing of all DLI students in grades 3-8 (2012-2016)
- Gathered support for world-language initiatives through outside funding:
 - \$11,220,000 to establish and expand Dual Language Immersion from the Utah State Legislature. (2007-2015).
 - \$1,000,000 for the K-12 component of a national consortium of Chinese and Portuguese language programs in 20 states from the Department of Defense National Flagship Program.
 - \$1,000,000 from NSA's STARTALK program to offer summer programs for children in Chinese, Portuguese, and Russian.
 - \$25,000 in federal professional development funds for the University of Utah Tanner Humanities Center Gateway Workshops for secondary French and Spanish teachers (2006).
 - \$35,000 in federal professional development funds for the University of Utah

Tanner Humanities Center Gateway Workshops for secondary French, Chinese, German and Spanish teachers (2008, 2009).

- \$15,000 in USOE Professional development funds to allow Utah World Language teachers to attend regional conferences (2008).
- \$20,000 from the Longview Foundation for a Utah International Education
- \$10,000 for the Utah LinguaFolio workshop from USOE professional development funds (2008)
- \$30,000 in USOE Professional development funds for Utah World Language teachers to attend the UFLA (Utah Foreign Language Association) conference (2008 and 2009)
- \$275,000 in USOE professional development for Dual Immersion PD and materials. (2007-2017)

From 2018 as the Director Dual Language Studies for American Councils for International Education:

- Co-Director of the Startalk Infrastructure grant
- Co-PI of the IES grant *Partnership to Study Dual Language Immersion in Utah*
- Presented at the ATDLE Conference at Long Beach, CA
- Presented at the MABE Conference at Boston, MA
- Keynote at the *Seminaire international des language vivant* at Chambéry, France

Contributions to the profession:

- Co-Chaired the Utah International Education Summit (2009)
- Served as a member of the Utah Accreditation Board of Secondary Schools (2006-09)
- Chaired the statewide *Utah World Languages Coordinators Committee* (committee growth in membership from 6 in 2006 to 54 in 2016)
- Chaired the Utah DLI Advisory Committee, which has over 220 members (2010-17)
- Served as a member of the Utah Foreign Language Executive Board (2006-17)
- Served on the Brigham Young University STARTALK secondary student and teacher training advisory council (2007-09)
- Provided PD training for 143 Hanban Chinese teachers at the Pre-departure Orientation in Beijing, China (2008)
- Co-directed the BYU Chinese Flagship Hanban teacher workshop for Utah Hanban teachers (2008)
- Participated in the CCSSO / Asia Society's Critical Language Teacher Shortage Report (2008)
- Reorganized the course sequencing of the Utah State course codes for all World Languages in grades 7-12 (2007-12)
- Served as a member of the CCSSO Global Competency Workgroup (2009)
- Co-chaired the 5th International Conference on Immersion Education (2014)
- Served as a member of the SWCOLT Board (2015)
- Served as a member of the JNCL-NCLIS Board (2016)

Presented about world language and dual language immersion programs at:

- The national Middle School Conference (2006)

- ASCD (2007)
- San Diego County Dual Language Conference Keynote (2011)
- The College Board / Asia Society's Chinese National Conference (2008, 2010, 2013)
- ACTFL (2006, 2008, 2009, 2010, 2011, 2012, 2014, 2015, 2017)
- The Embassy of Spain ISA Conference (2012)
- The Harvard Law School on social and educational justice (2013)
- Two-Way CABE (2010, 2014)
- The Harvard Graduate College of Education (2012)
- The 16th CIBER Conference, Keynote (2014)
- The National Title III Director's meeting (2014)
- SWCOLT Annual Conference (2009, 2012, 2014, 2015)
- The National Language Flagship annual meeting (2015, 2016)
- The SCOLA Conference (2015)
- The International Engineers' Conference (2014)
- ADFL- MLA (2017, 2018)

Expanded Utah's International Outreach:

- Expanded and facilitated the resigning of the MOU of cooperation and teacher/student exchanges between Utah and China (Hanban) (2007)
- Finalized the MOU of cooperation and teacher/student exchanges between Utah and Mexico (2007)
- Represented the Utah State Office of Education in teacher recruitment in Spain (2007)
- Represented the USOE in teacher recruitment in Mexico (2007)
- Initiated the MOU of cooperation and teacher/student exchanges between Utah and Taiwan (2009)
- Initiated and finalized MOUs of cooperation and teacher/student exchanges between Utah and France: L'Académie de Grenoble-2009; L'Académie de Nancy-Metz- 2010; L'Académie de Bordeaux- 2010; L'Académie de Poitiers- 2012; L'Académie de Créteil- 2014; and L'Académie d'Amiens- 2015.
- Initiated and finalized the MOU of cooperation and teacher/student exchanges between Utah and Brazil (2014)
- Initiated and finalized the MOU of cooperation and teacher/student exchanges between Utah and German (2016)

Recipient of the Granite School District *Outstanding Teacher Award* (2003)

Recipient of the NCSSFL *State Supervisor of the Year Award* (2009)

Recipient of the *Palms Académiques* from the French Government (2012)

Recipient of the ACTFL *Leo Benardo Award for Innovation in K-12 Language Education* (2015)

Education:

1991: BA, History (Minor in Geography), University of Utah

1995: MA, French / Comparative Literature (French & Film emphasis), U of U

1997: ABD (Ph.D.), Comparative Literature (French & Education emphasis) U of U
(Ph.D. course work and exams completed)

HOWARD A. STEPHENSON
Utah State Senate
1038 E 13590 S, Draper, UT 84020
(801) 815-6800; email: hstephenson@le.utah.gov

Howard A. Stephenson is a [Republican](#) member of the [Utah State Senate](#), representing [District 11](#). He was first elected to the chamber in 1992. Stephenson did not file to run for re-election in 2018. Stephenson earned his B.S. in Psychology and Aerospace Studies from Brigham Young University in 1975. He went on to receive his M.P.A. from Brigham Young University in 1977. Since then, he has worked as a taxpayer advocate and a public administrator.

COMMITTEE ASSIGNMENTS

2017	Chair Revenue and Taxation Education
2016	Chair Public Education Higher Education Revenue and Taxation
2015	Chair Administrative Rules Review Revenue and Taxation Education
2013-2014	Chair Administrative Rules Review Revenue and Taxation Education
2011-2012	Chair Administrative Rules Review Chair Education Revenue and Taxation
2009-2010	Education Revenue and Taxation

EDUCATION

M.P.A.	Brigham Young University	1997
B.S.	Psychology and Aerospace Studies Brigham Young University	1975

PROFESSIONAL AFFILIATIONS

Utah Taxpayer Association (President)
National Taxpayer Conference (Chair)
American Legislative Exchange Council
Council of State Governments
Danforth Foundation Policymakers' Institute

REGOGNITIONS AND HONORS

Utah Republican Hispanic Assembly Recognition
Utah Council for Exceptional Children Legislator of the Year
Utah Association for Gifted Children Community Service Award
Coalition for People with Disabilities 1995, 1998, 2001, 2002 "Hero on the Hill" Award
Alpine School District Children's Behavioral Therapy Unit Autism Preschool Recognition
Education Leadership Coalition Recognition
Utah Valley Autism Preschool Recognition
Utah Food Industry Association 2001, 2004 Outstanding Legislative Service Award
Utah Farm Bureau Federation Friend of Agriculture Award
Utah Information Technology Association Recognition
National Federation of Independent Business Guardian of Small Business Award
Utah Taxpayers Association Friend of the Taxpayer Award
Utah Restaurant Association Legislator of the Year, 2003, 2004
Utah Health Insurance Association Legislator of the Year
Utah Correctional Industries Award
Sandy City Outstanding Elected Official
Grassroots Distinguished Service Award
Utah Association of Realtors Distinguished Service Award

SPONSORED LEGISLATION

Administrative Rules Reauthorization	Governor Signed 3/29/2016
Property Tax Assessment Amount Amendments	Governor Signed 3/29/2016
Computer Science Initiative For Public Schools	Governor Signed 3/28/2016
Property Tax Notice Amendments	Governor Signed 3/28/2016
Competency Based Learning Amendments	Governor Signed 3/28/2016
Multicounty Assessing and Collecting Levy Amendments	Governor Signed 3/25/2016
School Governance Amendments	Governor Signed 3/28/2016
Board of Education Approval Amendments	Governor Signed 3/23/2016
School Funding Amendments	Governor Signed 3/23/2016
Free Market Protection and Privatization Board Act Amendments	Governor Signed 3/22/2016
Accelerated Foreign Language Course Amendments	Governor Signed 3/18/2016
Immigration and Alien Related Amendments	Governor Signed 3/18/2016
Administrative Rulemaking Act Modifications	Governor Signed 3/17/2016
Kindergarten Amendments	Senate/Filed for bills not passed 3/10/2016
Public Education Appointment and Hiring	Senate/Filed for bills not passed 3/10/2016
Office of the State Board of Education Amendments	Senate/Filed for bills not passed 3/10/2016
Use of Drones	Senate/Filed for bills not passed 3/10/2016
Student Assessments	Senate/Filed for bills not passed 3/10/2016
Administrative Rulemaking Amendments	3/27/2014: Governor Signed in LTGOV
Occupational and Professional Licensing Amendments	4/1/2013: Governor Signed in ELTGOV
Classroom Size Revisions	3/28/2013: Governor Signed in ELTGOV
Voted and Board Levy Programs Amendments	3/27/2013: Governor Signed in ELTGOV
Property Tax and Appraiser Amendments	3/27/2013: Governor Signed in ELTGOV
State Treasurer Amendments	3/27/2013: Governor Signed in ELTGOV
Occupational and Professional Licensing Amendments	3/14/2013: Senate/ substituted in SSUB
Property Tax and Appraiser Amendments	2/14/2013: Senate/ substituted in SSUB
Public Education Budget Amendments	3/27/2012: Governor Signed in LTGOV
Martin Luther King, Jr. Special Group License Plate	3/22/2012: Governor Signed in LTGOV
Grants for Math Teacher Training	3/22/2012: Governor Signed in LTGOV
Charter School Start-up Amendments	3/22/2012: Governor Signed in LTGOV
Student Education Occupation Plan Amendments	3/22/2012: Governor Signed in LTGOV
Custody Modifications	3/20/2012: Governor Signed in ELTGOV
Statewide Adaptive Testing	3/19/2012: House/ to Governor in EGOV
Corrections Education Amendments	3/15/2012: Governor Signed in LTGOV
Local School Board Business Administrator	3/15/2012: Governor Signed in LTGOV
Upstart Amendments	3/8/2012: House/ filed in HFILE

Early Intervention Program

3/8/2012: Bill Substituted by Conference
Committee in SSUB

Public Education Base Budget Amendments

2/13/2012: Governor Signed in LTGOV

School Termination Procedures Modifications

3/18/2011: House/ to Governor in EGOV

Property and Casualty Certificate of Insurance Act

3/17/2011: House/ to Governor in EGOV

Utah Mitochondrial Disease Awareness Week Joint
Resolution

3/14/2011: House/ enrolled bill to Printing
in HCLERK

Joint Resolution - Request for Proposals

3/3/2011: Senate/ to Governor in EGOV

Administrative Rules Reauthorization

3/1/2011: Senate/ circled in S3RD

CURRICULUM VITA

Ofelia G. Wade

Office: Canyons School District
9150 S. 500 W.
Sandy, Utah 84010

Telephone: 801-556-8720

ACADEMIC BACKGROUND:

Ph.D. Candidate, May, 2020 (projected), University of Utah, Salt Lake City, Utah

Education Administration Certificate, Dec., 1988, Utah State University, Logan, Utah.

M.Ed., *With Distinction*, December, 1980, American University, Washington, D.C.

B.A., *Magna Cum Laude*, June, 1978, Weber State College, Ogden, Utah.

Academic Honors: Special Wildcat Achievement Award
Elementary Education Academic Achievement Award
Elementary Education Outstanding Student Award
Silver Chalice Finalist (Outstanding Female Student)

PROFESSIONAL CERTIFICATES:

Administrative/Supervisory Certificate (K-12)

Special Education Certificate (K-12+)

Elementary Education (1-8)

English as a Second Language Endorsement

Dual Language Immersion Endorsement

PROFESSIONAL EXPERIENCE:

University of Utah Lecturer (2013-Present)

Utah Spanish Dual Language Immersion Director (June 2010-Present)

Principal (March 2003 to June 2010), Eagle Bay Elementary School, Davis School District, Farmington, Utah; Opened new School.

Principal (June 1996 to March 2003), Leo J. Muir Elementary School, Davis School District, Bountiful, Utah.

Principal (June 1998 to June 1996), Centerville Elementary School, Davis School District, Centerville, Utah;

Principal Intern (August 1987 to June 1988), Washington Elementary School, Davis School District, Bountiful, Utah.

Fifth Grade Teacher (August 1987-June 1988), Washington Elementary School, Davis School District, Bountiful, Utah.

Learning Disabilities, Self-Contained Classroom Teacher (4 - 6) (August 1983 to June 1988), Washington Elementary School, Davis School District, Bountiful, Utah.

Primary Learning Disabilities, Self Contained Classroom Teacher (K - 3) (1981 to 1983), Walter Reed School, Arlington County Public Schools, Arlington, Virginia.

Learning Disabilities Resource Teacher (K - 6) (October 1978 to December 1978), Walter Reed School and Glen Carlyn School, Arlington County Public Schools, Arlington, Virginia.

PROFESSIONAL HONORS:

2016	Utah Foreign Language Association Lifetime Achievement Award
2009	DAESP "Innovator of the Year"
2002	Nominated by faculty for Huntsman Award of Excellence in Education
1999-2000	UAESP "Distinguished Principal of the Year," Runner-up
1999-2000	DAESP "Distinguished Principal of the Year"
1994-1995	DAESP "Instructional Leader of the Year"
1993	Nominated by faculty for Huntsman Award of Excellence in Education

SPECIAL ASSIGNMENTS:

2017	Serving on the Planning Board for the 7th International Immersion Conference, Charlotte, NC
2017	President-National Council of State Supervisors of Foreign Languages (NCSSFL)
2016	Served on the Planning Board for the 6th International Immersion Conference, St. Paul, MN
2015	Elected NCSSFL Pres-Elect
2014	Served on the Executive Committee for the 5th International Immersion Conference, Salt Lake City, Utah.
2012	Served on Planning Board for the 4th International Immersion Conference, Minneapolis, Minnesota.
2012	Hosted the Spanish Embassy Administrators Seminar in Park City, Utah
2012	Re-produced Training Video for USOE on <i>Conferencing Model for Dual Language Immersion Programs</i>.
2009	Produced Training Video for USOE on <i>Conferencing in the Dual Immersion Program</i>
2008	Governor's World Language Council
2007	USOE International Teacher Recruiting Committee, Mexico City
2005-2006	Davis District School Improvement Plan Committee Chair

2005-2010	Davis District Administrative Candidate Screening Committee
2005-2010	Davis District Elementary Spanish Immersion Pilot
2004-2005	Administrative Intern Mentor
2003-2004	Davis District Architectural School Design Committee
2002-2010	Davis District Professional Development Designer and Presenter for Elementary Spanish Immersion Program (bi-monthly trainings)
2002-2003	Davis District JSSC Task Force
2002-2003	UAESP Distinguished Principal of the Year Selection Committee
2001-2002	Davis District Leadership Task Force
2001-2002	UAESP Distinguished Principal of the Year Selection Committee
1998-2005	Davis District Elementary Teacher Preparation Time Committee
1998-1999	Davis District Reading Committee
1998-1999	Davis District SEP Committee
1998-1999	Davis District Architectural School Design Committee
1998-1999	Administrative Intern Mentor
1998-1999	New Principal Support Group Leader
1998-1999	Davis District Technology Specialist Screening Committee
1997-1998	Davis District Integrated Learning System Committee
1995-1996	New Principal Mentor
1994-1996	Davis District Staff Development Cadre
1992-1993	Fellow- Utah Academy of Elementary School Principals
1992-1993	DAESP Awards Nominating Committee
1991-2010	Davis District, SRI-Trained, Teacher Applicant Interviewer
1991-1995	Davis District Equity Committee
1991-1993	Davis District Elementary School Building Committee
1991-1993	Davis District Personnel Policy Committee
1991-1992	Utah Strategic Plan Task Force, Utah Department of Education
1990-1992	Davis District Selection Committee for Administrative Positions
1990-1991	Davis District Social Studies Committee
1988-1989	Davis District Committee on Academic On-Task Behaviors & Practices

PROFESSIONAL WORKSHOPS AND INVITED PRESENTATIONS:

Invited Presenter (2018) National Chinese Language Conference, Salt Lake City, Utah

Invited Presenter (2018) Harvard University, Cervantes Institute Seminar for DLI Administrators, Cambridge, Mass.

Invited Presenter (2014, 2016) 4th and 5th International Immersion Conferences

Invited Presenter (2015) *Embracing and Encouraging Cross-Cultural Competence Through School Partnering Projects*, UCETAM Congress, Universidad de Alcalá, Alcalá de Henares, Spain.

Invited Presenter (2015) *Mainstreaming Dual Language Immersion for All*, NABE, Las Vegas, Nevada.

Invited Presenter (2015) *Foundations of Dual Language Immersion*, ACTFL webinar.

Invited Presenter (2015) *Dual Language Immersion: Embracing the Educational Demands of the 21st Century!* Lackstrom Linguistics Symposium, Utah State University, Logan, Utah.

Invited Presenter (2015) *Supporting and Developing International Guest Teachers in Dual Language/Immersion Programs*, 5th International Immersion Conference, Salt Lake City, Utah.

Invited Presenter (2015) *Embracing and Encouraging Cross-Cultural Competence Through School Partnering Projects*, 5th International Immersion Conference, Salt Lake City, Utah.

Invited Presenter (2014) *DLI Collaboration and Common Core Implementation in the DLI Classrooms*, San Diego Dual language Institute, CA.

Invited Presenter (2013) *The Utah Dual Language Immersion Initiative and Model*, ADTLE Conference, San Diego, CA.

Invited Presenter (2013) *Hiring, Recruiting and Professional Development for DLI Programs*, Spanish Embassy Seminar for Administrators, Park City, Utah.

Invited Presenter (2012), *Utah's DLI Conference Model & The Utah DLI Model*, La Cosecha, NM.

Invited Presenter (2012), *Explicit and Systematic Literacy Instruction in the DLI Classroom*, BIC, Sao Paulo, Brazil

Invited Presenter (2011 & 2012), ACTFL, Boston, Mass. & Philadelphia, Penn.

Invited Presenter (2010 & 2011, 2012), Presented multiple sessions for new and experienced DLI teachers, AUDII, Utah.

Invited Presenter (2009), *Teaming in the Dual Immersion Classroom*, Workshop at AUDII, Utah State Office of Education, Provo, Utah.

Invited Speaker (2009), *Research on Language Immersion Education*, Community Presentation at Syracuse Elementary School, Syracuse, Utah; Morgan Elementary, Kaysville, Utah; Stewart Elementary, Utah.

Invited Presenter (2008), *Challenges & Rewards of Being a Language Immersion Principal*, Utah Dual Language Summer Institute for Administrators, Utah Office of Education, Salt Lake City, Utah.

Invited Presenter (2008), *Characteristics of Effective Teachers and Employment Opportunities*, Graduating Elementary Education Cohorts, University of Utah.

Invited Presenter (2007), *Working With Utah Parents*, USOE Professional-Exchange Teacher Orientation, Salt Lake City, Utah.

Invited Speaker (1994-2002), *Characteristics of Effective Teachers and Employment Opportunities*, Elementary Education Graduating Class Seminar, Weber State University (1994-2002).

PROFESSIONAL ASSOCIATIONS:

National Council of State Supervisors for Languages (NCSSFL)

American Council on the Teaching of Foreign Languages (ACTFL)

Utah Foreign Language Association (UFLA)
Davis Association of Elementary Principals (DAESP)
Utah Association of Elementary Principals (UAESP)
Association for Supervision and Curriculum Development (ASCD)
American Council on Immersion Education (ACIE)
National Association of Elementary Principals (NAESP)
American Council on Immersion Education (ACIE)

COMMUNITY SERVICE:

Host (2008), Rotary Club International Exchange Student from Italy.

Board of Directors (2003-2005), Lifeline (Youth Rehabilitation Center), North Salt Lake, Utah

Chair, Fundraising Committee (2004-2005), Lifeline (Youth Rehabilitation Center), North Salt Lake, Utah.

Co-Founder & President (1994-1995), Utah Cuban-American Association.

Host (June 1994-April 1995), Gina Bachauer International Piano Competition Participant.

Community Fundraiser (1988-1992), American Cancer Society, Salt Lake City, Utah

Community Fundraiser (1984-1988), Primary Children's Hospital, Salt Lake City, Utah

Co-Chair (1984), Community Forum for Political Candidates (for primary and final elections), Salt Lake City, Utah.

APPENDIX B: Position Description

L2TReC's team of proposed LRC personnel includes existing faculty and staff of L2TReC, and other partners with whom we have an existing collaborative relationship. Section 1.b. and Section 2 of the narrative provide descriptions of these team members as well as their role in the proposed project. Additional details for each personnel are listed in the *Budget Narrative* attachment.

The only position that is unfilled is the Portuguese Pedagogy Expert. The Portuguese Pedagogy expert will be drawn from the strong network of Portuguese educators in the Utah DLI program and will consult on pedagogical and curricular materials for Portuguese DLI for project goal 1 during Years 1-4 and Years 3 and 4 for project goal 2. The Portuguese expert will commit **5% of his/her time** to this grant in each of the four years and will receive the funds as summer salary.

APPENDIX C: Letters of Support

1. Martha Abbott, Executive Director, American Council on the Teaching of Foreign Languages
2. Dennis Looney, Director of Programs and the Association of Departments of Foreign Languages, Modern Language Association
3. Carl Blyth, Director, Center for Open Educational Resources and Language Learning, University of Texas, Austin
4. Julio Rodriguez, Director, National Foreign Language Resource Center, University of Hawaii, Manoa
5. Robert Moser, Director, Portuguese Language Flagship, University of Georgia
6. Paul Allen, Associate Dean, School of Humanities and Social Sciences, Salt Lake Community College
7. Claudio Holzner and Kim Korinek, Directors, Title VI Center for Latin American Studies & Title VI Center for Asian and Pacific Studies, University of Utah
8. Stuart Culver, Dean, College of Humanities, University of Utah
9. Karl Bowman, World Language and Dual Language Immersion Specialist, Utah State Board of Education

June 6, 2018

Dr. Fernando Rubio
Second Language Teaching and Research Center
University of Utah
Salt Lake City, UT 84112

Dear Dr. Rubio:

ACTFL is pleased to write this letter of support for the application of the Second Language Teaching and Research Center to establish a Title VI Language Resource Center at the University of Utah.

Your Center's plan to identify and disseminate effective language articulation practices, is a bold and innovative effort. The issue of seamless articulation has been an issue that has challenged the language profession and has been a major cause of decline in language enrollments as well as a contributor to the notion that learning another language is difficult. With the proliferation of the Seal of Biliteracy program at the secondary level, students are entering postsecondary institutions with a documented proficiency level that will require that they be placed in the appropriate language courses. Postsecondary institutions will need to be responsive to the competence that students will bring to their programs and have the resources necessary to encourage and promote their continuation of language learning.

The experience of your Center working with the Utah Dual Language Immersion (DLI) programs and, specifically, with the Utah Bridge Program for Advanced Language Learning is clear evidence that you and your team are highly qualified to succeed in this endeavor. I fully expect that your project will achieve its goal of documenting and sharing best practices and research-based pedagogical and curricular innovations that will have very positive impact on programs across the nation.

I understand that the work that you have been doing over the past few years to develop a large corpus of learner language, including hundreds of samples of elementary and secondary learners, will be a centerpiece of your project. The corpus will give you the necessary data to make informed decisions regarding the effectiveness of teaching practices. It will also be an excellent tool for teachers to analyze and understand how learners make progress through the proficiency continuum, which will certainly help in the development of well-articulated curricula.

ACTFL, as the testing agency that currently archives the speech samples that populate the searchable corpus, will continue to make these samples available to you, to facilitate your research.

It is with great enthusiasm that ACTFL supports this work and the establishment of the Second Language Teaching and Research Center at the University of Utah.

With best regards,



Martha G. Abbott
Executive Director



June 20, 2018

Carolyn Collins, Program Officer
U.S. Department of Education
International and Foreign Language Education
Language Resource Centers
400 Maryland Avenue, S.W., Mail Stop OPE 258-40
Washington, DC 20202

Dear LRC Selection Committee:

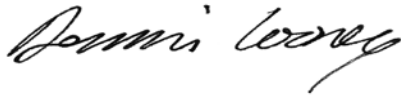
As the Director of Programs and the Association of Departments of Foreign Languages at the Modern Language Association, I enthusiastically support the Title VI NFLRC grant application for the University of Utah to establish a National Foreign Language Resource Center within its Second Language Teaching and Research Center (L2TReC) for the 2018-2022 funding cycle. L2TReC is well known for its work in proficiency assessment, teacher training, foreign language curriculum development, and second language acquisition, as well as for its demonstrated record of successful collaboration with K-12 education in a growing number of dual language immersion (DLI) programs across the state of Utah.

The University of Utah's proposal for an LRC articulates a series of projects with clearly identified and achievable goals that build on the innovative and distinguished work the L2TReC is known for. The DLI work in multiple languages in elementary schools across the state will continue to expand through the LRC. The LRC will take a lead in the ongoing development of the Bridge program to provide the youthful advanced students with courses that challenge them as they transition out of DLI K-8 programs (already with extraordinary levels of proficiency) and into high school, moving from AP courses in grades 9-10 to Bridge Advanced courses in the latter years of high school, en route to university courses. In so doing, the Utah NFLRC will also indirectly contribute to the reformation of undergraduate curricula in languages at institutions of higher education in Utah. The work proposed will create new models for K-16 articulation.

Another project, which aligns well with key recommendations of the 2017 report by the American Academy of Arts and Sciences, Commission on Language Learning, "America's Languages: Investing in Language Education for the 21st Century," will leverage language capacity in heritage communities to respond to the nation's foreign language deficiency. As noted by the Commission on Language Learning, heritage students "would benefit greatly from a new respect for and investment in heritage language learning as an integral part of a broader national strategy" (p. 25).

The profession is aware that a unique synergy is evolving among key players in language learning in Utah: the public institutions of higher education, school boards across the state who are opting into DLI programs, and the University of Utah with L2TReC as the critical fulcrum that facilitates and allows for the triangulation among these participants. Through its record of research and outreach, L2TReC has developed a unique identity in the local, regional, and national language education field by serving as a space of convergence for the university and the community to join forces in promoting language learning and teaching K-16. The financial and administrative support from the University of Utah and the collaboration with the state's Department of Education and local school boards ensure L2TReC's continued success and ability to expand its impact with a focus on proficiency, assessment, outreach, and research. It is my pleasure to lend my organization's full support to L2TReC's impressive work, which will be greatly enhanced with the addition of a National Foreign Language Resource Center.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis Looney". The signature is fluid and cursive, with the first name "Dennis" and last name "Looney" clearly distinguishable.

Dennis Looney
Modern Language Association
Director of Programs and the
Association of Departments of Foreign Languages (ADFL)



Dr. Fernando Rubio
Co-Director, Second Language Teaching and Research Center
University of Utah

June 15, 2018

Dear Fernando,

I am pleased to support your Center's application to become a National Foreign Language Resource Center. I write to confirm that, if your application is successful, COERLL will provide support to train faculty in the application of the Foreign Languages & the Literary in the Everyday (FLLITE) framework. COERLL will send a FLLITE expert to Utah to lead a summer workshop in 2019 and will provide guidance to L2TReC personnel during the implementation of the FLLITE project.

We are excited to partner with you on this project that will offer invaluable professional development opportunities and result in open educational materials to advance language instruction. Moreover, we are looking forward to partnering with L2TReC as part of the NFLRC network.

Sincerely,

A handwritten signature in black ink, reading "Carl A. Blyth". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Carl Blyth
Director, Center for Open Educational Resources and Language Learning (COERLL)
Associate Professor of French Linguistics, University of Texas, Austin



1859 East-West Road #106
Honolulu HI 96822-2322
nflrc@hawaii.edu
Phone: 808.956.9424

Dr. Fernando Rubio
Co-Director, Second Language Teaching and Research Center
College of Humanities
The University of Utah

June 15, 2018

Dear Fernando,

This is to confirm that, should L2TReC's application for a National Foreign Language Resource Center be successful, the Hawaii NFLRC will provide staffing to lead a summer workshop on Project-Based Language Learning in Utah in 2020. We will also make available to participants an online professional development course that we request they take before they participate in the institute and earn a badge.

We are also excited to partner with your Center on the organization of a TED talk-style event during the 2021 ACTFL Convention in San Diego, CA.

We look forward to our collaboration on these projects that will offer invaluable professional development opportunities for world language educators.

Me ke aloha pumehana.

Julio C. Rodríguez
NFLRC Director



June 18, 2018

Dear Dr. Rubio,

I am pleased to learn that you and the U of Utah's Second Language Teaching and Research Center is applying for a Title VI Language Resource Center. I am confident, given your Center's deep experience with teaching, research, and outreach in K-16 foreign language learning, that your proposal will be highly competitive. As Director of UGA's Portuguese Flagship Program since 2011, sponsored by the National Security Education Program, I can attest to the multiple occasions in which we have benefitted from both your leadership and expertise, as well as the significant research strides that your Center has made in the areas of advanced language proficiency and K-12 curriculum development.

Per our recent conversations it would be my pleasure to participate in your proposed Advisory Board if you receive the Title VI LRC award. The UGA Portuguese Flagship Program will also support the goals of your LRC, particularly in the areas of curriculum development for secondary-level Portuguese and overall outreach efforts nationally for K-12 Portuguese programs. These goals fit perfectly into the initiatives that we have been working on through our Flagship Linkages grant and the broader outreach activities of UGA's Latin American and Caribbean Studies Institute and its Title VI NRC.

We look forward to hearing from you.

Best regards,

Robert H. Moser
Associate Professor, Department of Romance Languages
Director, Portuguese Flagship Program
University of Georgia



June 21, 2018

To Whom It May Concern:

Salt Lake Community College's (SLCC) Division of Humanities & Languages hereby lends its support to the University of Utah's L2TReC application to become a Title VI National Language Support Center.

With a substantial population of Pacific Islanders in the Salt Lake Valley, most of whom are of Samoan or Tongan heritage, the Division of Humanities and Languages has long supported providing opportunities for this constituency and others to develop their linguistic skills in Samoan and Tongan languages and cultural fluidity in the Pacific Islander American experience. In any given year 2.3% of the college's students are Pacific Islanders. As such we have offered up to four semesters of both Samoan and Tongan languages and a course in Pacific Islander Studies (which we are in the process of revamping to become a key element in our new Ethnic Studies Program).

Unfortunately, we have not been able to teach Samoan since 2010 and Tongan since 2013 because we could not find qualified instructors with the request credentials and language teaching abilities to provide the classes. In the eight-year period from 2005-2013 we enrolled in these languages a total of 300 students.

If awarded the grant, SLCC intends to work with L2TReC to facilitate the identification of qualified instructors in Samoan and Tongan languages, train native speakers of these languages to assess the proficiency of high school heritage speakers, and use such speakers as assistants in our Samoan and Tongan language courses. We think this would be an important service that would help the Division of Humanities and Languages continue to help fulfill the college's mission to "be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students" and to participate in our strategic goal of "achieving equity in student participation and completion."

Sincerely,

A handwritten signature in black ink, appearing to read "Paul C. Allen", with a stylized, flowing script.

Paul C. Allen, PhD
Associate Dean of Humanities & Languages
Interim Associate Dean of Social & Behavioral Sciences
Salt Lake Community College



Title VI Language Resource Center (LRC) Programs
U.S. Department of Education
Washington D.C.

June 13, 2018

To Whom It May Concern:

It is our pleasure to write this letter of support for the application of the Second Language Teaching and Research Center (L2TReC) to establish a Title VI Language Resource Center at the University of Utah.

The two Title VI centers at the University of Utah, the Asia Center (AC) and the Center for Latin American Studies (CLAS), have a long history of collaboration with L2TReC on a number of initiatives. L2TReC has been an important partner in developing proficiency based instruction and assessment for many of the Less Commonly Taught Languages (LCTLs) we support through our Title VI NRC and FLAS grants. During the last funding cycle, CLAS and the AC worked with L2TReC to develop a more comprehensive testing regime for languages in 3 modalities (speaking, reading, and listening) and worked with us to improve syllabi and instruction in our LCTLs to ensure proficiency targets are met. L2TReC also bolsters our FLAS program by implementing most of the pre-and post-language assessments for our FLAS recipients.

The University of Utah, with the support of our centers, is a national leader in the instruction of Asian and Latin American LCTLs, offering intermediate and advanced instruction in 12 LCTLs. L2TReC's expertise and capacity with pedagogical training has allowed our LCTL program not only to grow in number but also in quality, ensuring robust enrollments and significant language gains among our students. In addition, L2TReC supports our Culture and Language Across the Curriculum (CLAC) program, which is one of the most robust among U.S. universities. Through CLAC we offer students opportunities to use their language skills in courses across disciplines, including Sociology, Political Science, History, Business, Physical Therapy, Anthropology, and Environmental Studies. L2TReC's administrative support and regular pedagogical training for the instructors is critical to the success of this program.

L2TReC has also been a valuable partner in our growing collaboration with Salt Lake Community College and the state's Dual Language Immersion Program, both of which are major pipelines of students into the university and into our academic programs. As part of its NSEP's Language Flagship Proficiency Initiative, L2TReC has supported research in collaboration with Salt Lake Community College on assessment of proficiency gains of language majors and minors, and has provided regular pedagogical training for SLCC language faculty.



If funded, the activities proposed by L2TReC would align perfectly with the mission of our respective centers. The work related to curriculum and teacher training in Chinese is very relevant for the Intermountain Consortium for Asian and Pacific Studies, created between the University of Utah and Brigham Young University to facilitate formation of a statewide K-16 pipeline for Asian language and area studies education. For CLAS, the LRC's initiatives related to the Spanish and Portuguese Dual Language Immersion programs also support our mission to support the nationally recognized Utah K-12 dual language immersion program in these languages.

L2TReC is also proposing a plan that would facilitate the recognition of language proficiency for high school students in refugee and heritage communities for whose languages there are no official standardized assessments. This is a bold and innovative initiative that would pave the way to create a fair and equitable mechanism to recognize and reward the language proficiency of heritage speakers regardless of their language. The AC is fully supportive of this initiative and intends to utilize its National Resource Center resources to partner with L2TReC in the creation of the assessment infrastructure for several Asian LCTLs.

The Center for Latin American Studies and the Asia Center are excited about the prospect of increasing the collaboration and synergies between our centers should this proposal to establish a Title VI LRC be successful. In particular, the NRCs and the LRC will mutually benefit from our combined expertise in the development of curriculum related to our geographical areas. The workshops and other professional development events proposed by L2TReC will also be of great benefit to the constituencies that we serve. Based on their previous experience securing and managing large federally-funded grants, we are confident that L2TReC will make a significant contribution to the LRC program mission.

In sum, The University of Utah's Asia Center and Center for Latin American Studies strongly support your application.

Sincerely,
Claudio A. Holzner
Director, Center for Latin American Studies

Kim Korinek
Director, Asia Center

June 21st, 2018

Carolyn Collins, Program Officer
U.S. Department of Education International and Foreign
Language Education Language Resource Centers
400 Maryland Avenue, S.W., Mail Stop OPE 258-40
Washington, DC 20202

Dear LRC Selection Committee:

I am writing in strong support of the LRC application submitted by the University of Utah's Second Language Teaching and Research Center (L2TReC). L2TReC is housed in the College of Humanities and co-directed by two faculty from the Department of World Languages and Cultures: Professors Jane Hacking and Fernando Rubio. As such, it is my pleasure to confirm the college's support for L2TReC, this LRC application, and, in a larger sense, foreign language pedagogy and research.

Utah is at the center of innovative foreign language pedagogy and research, including a ground-breaking K-12 Dual Language Immersion (DLI) Program. The current application builds on these resources by developing and disseminating resources to support research-based instruction. Thus, this application aligns perfectly with the mission of the University of Utah as research-based instruction is a cornerstone of our institution.

DLI programming is highly valued by stakeholders across our state. From parents to senators, there is great enthusiasm for innovative foreign language instruction across the educational trajectory. L2TReC is at the forefront of making sure the goals of the DLI program are clear, attainable, and consistent with the dreams and desires of students, teachers, and parents. For my part, I am especially excited to see L2TReC develop mechanisms for teacher recognition (e.g., the Seal of Biliteracy) and development. Recognizing and developing quality DLI teachers is essential to the program.

For all of these reasons, the College of Humanities strongly endorses this application and confirms our ongoing and continued support for the L2TReC.

Sincerely,



Dean, College of Humanities
University of Utah



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Lorraine Austin, Board Secretary

June 22, 2018

Dr. Fernando Rubio
Co-Director, Second Language and Teaching Center
College of Humanities
The University of Utah

Dear Fernando:

It is my pleasure to write this letter of support for the University of Utah's Second Language Teaching and Research Center's (L2TReC) application to become a Title VI National Language Resource Center.

The Utah State Board of Education (USBE) has successfully partnered with L2TReC over the past few years on a number of projects. The Center analyzes the results of proficiency tests administered annually to students in the Utah Dual Language Immersion program and provides reports that the USBE uses as valuable input to inform curricular decisions. Additionally, L2TReC staff provide useful proficiency training to DLI teachers during our Annual Utah Dual Immersion Institute.

I am pleased to see that L2TReC is requesting funding to strengthen articulation and identify effective strategies to help language learners achieve advanced levels of proficiency. This is an area in which the language teaching profession is in great need of leadership. The state of Utah has established itself as the main reference for Dual Language Immersion in the country. L2TReC has played an important role in the success of our immersion programs and is, therefore, perfectly positioned to lead the nation in this initiative, especially because of its management of the state-wide Bridge Program for Advanced Language Learning. The Bridge program is a unique initiative that has the potential to serve as an ideal model for K-16 articulation nationwide.

I strongly support L2TReC's application and will be happy to collaborate with your Center to help you realize the goals articulated for the proposed Language Resource Center.

Sincerely,

Karl H Bowman
World Language & Dual Language Immersion Specialist
Teaching and Learning - Utah State Board of Education

250 E 500 S | PO Box 144200 | Salt Lake City, UT 84114-4200 | ☎: 801.538.7743 | 📠: 801-538.7769 | ✉: karl.bowman@schools.utah.gov

APPENDIX D: Performance Measure Form

1. Project Goal Statement #1: *Identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction.*
2. Project Goal Statement #2: *Identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum.*
3. Project Goal Statement #3: *Develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs.*
4. Project Goal Statement #4: *Organize professional development opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning.*

L2TReC Performance Measure Form

1. Project Goal Statement #1: Identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3	T4
1. Identify and disseminate effective pedagogical practices	1a. Identify effective instructors based on available AAPPL test data	1ai. Number of instructors identified	Semi-annually	USBE records	0	6	6	6	6
	1b. Videotape selected K-9 classrooms and identify those deemed most suitable for inclusion in the video library	1bi. Number of lessons videotaped	Quarterly	L2TReC records	0	9	9	9	9
	1c. Develop a library of video samples to illustrate effective pedagogies accompanied by narrative descriptions and analysis of the teaching practices.	1ci. Number of video clips produced	Annual	L2TReC Website	0	10	10	10	10
		1cii. Number of hits on website page	Annual	L2TReC website	0	TBD ¹	TBD	TBD	TBD
2. Develop corpus-informed teaching materials in Chinese, French, Portuguese and Spanish	2a. Transcribe and analyze samples of student speech in Chinese, French, Portuguese and Spanish at different levels of proficiency	2ai. Number of samples analyzed	Annual	MuSSeL website	150	200	200	200	200
	2b. Publish units and activities focusing on linguistic features that are particularly challenging to speakers of Chinese, French, Portuguese and Spanish at certain proficiency levels	2bi. Number of materials developed	Annual	MuSSeL website	0	4	6	8	8
		2bii. Number of hits on website	Annual	MuSSeL website	0	TBD	TBD	TBD	TBD

¹ In consultation with Ed Direction we will set targets for website traffic which will be monitored and adjusted to ensure maximum impact.

1. Project Goal Statement #2: Identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3	T4
1. Identify and disseminate effective pedagogical practices	1a. Identify effective instructors based on available ACTFL test data	1ai. Number of instructors identified	Semi-annually	L2TReC records	0	6	6	6	6
	1b. Videotape selected post-AP classrooms and identify those deemed most suitable for inclusion in the video library	1bi. Number of lessons videotaped	Quarterly	L2TReC records	0	9	9	9	9
	1c. Develop and publish a library of video samples to illustrate effective pedagogies accompanied by narrative descriptions and analysis of the teaching practices.	1ci. Number of video clips produced	Annual	L2TReC Website	0	10	10	10	10
		1cii. Number of hits on website page	Annual	L2TReC website	0	TBD	TBD	TBD	TBD
2. Compile, curate and disseminate a repository of research-based secondary/post-secondary materials	2a. Create a library of FLLITE and PBLT materials that are suitable for advanced secondary/post-secondary language instruction	2ai. Number of FLLITE materials produced.	Annual	L2TReC Website	0	4	4	4	4
		2ai. Number of PBLT materials produced.	Annual	L2TReC Website	0	0	2	5	5
		3aii. Number of hits on website page	Annual	L2TReC website	0	TBD	TBD	TBD	TBD
	2b. Disseminate models and materials at regional and national conferences	2bi. Number of conference presentations delivered	Annual	L2TReC records	0	2	2	2	2
	2c. Invite submission of FLLITE and PBLT materials by language instructors across the world. Submissions will be analyzed, critiqued and vetted by L2TReC, NFLRC and COERLL	2ci. Number of submissions received	Annual	L2TReC Website	0	0	TBD	TBD	TBD

1. Project Statement #3: Develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3	T4
1. Create valid and reliable proficiency assessment in Nepali and Tongan	1a. Develop a testing instrument to assess Nepali and Tongan speaking and listening up to the Advanced level of proficiency	1ai. Oral assessment protocol created	Year 2	L2TReC records	0	0	2	0	0
	1b. Develop a testing instrument to assess Nepali and Tongan writing up to the Advanced level of proficiency	1bi. Written assessment prompts developed	Year 2	L2TReC records	0	0	2	0	0
2. Create valid and reliable proficiency assessment in Samoan	2a. Develop a testing instrument to assess Samoan speaking and listening up to the Advanced level of proficiency	2ai. Oral assessment protocol created	Year 3	L2TReC records	0	0	0	1	0
	2b. Develop a testing instrument to assess Samoan writing up to the Advanced level of proficiency	2bi. Written assessment prompts developed	Year 3	L2TReC records	0	0	0	1	0
3. Outreach to Nepali, Samoan and Tongan heritage language communities	3a. Outreach visits to secondary schools in Granite and Salt Lake City school districts and SLCC annual Pacific Islander High School Conference event (http://calendar.slcc.edu/event/pacific_islander_high_school_conference#.WymRyAnaiM)	3ai. Number of visits	Yearly	L2TReC records	0	5	5	5	5
	3b. Targeted outreach to successful Seal of Biliteracy recipients to link them to SLCC Language Assistant initiative	3bi. Number of Seal of Biliteracy recipients contacted	Years 3 and 4	L2TReC records and Seal of Biliteracy records	0	0	0	2	2

1. Project Goal Statement #4: Organize professional development opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning.									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	BL	T1	T2	T3	T4
1. Develop research-based instructional materials	1a. Provide training on the design of instructional materials within the FLLITE framework (in collaboration with the University of Texas COERLL)	1ai. Number of teachers trained	Summer	Summer workshop records	0	10	50	70	85
	1b. Provide training on the development of instructional materials within the Project-Based Language Learning (PBLL) approach (in collaboration with the University of Hawaii NFLRC)	1bi. Number of teachers trained	Summer	Summer workshop records	0	0	10	70	85
2. Train speakers of heritage language to become language testers	2a. Develop online modules to train native speakers of Nepali, Samoan and Tongan on proficiency testing	2ai. Number of modules developed	Year 1	L2TReC records	0	2	2	0	0
	2b. Hold in-person workshops to guide the development of proficiency tests in Samoan, Tongan and Nepali	2bi. Number of testers trained	Years 2 & 3	L2TReC records	0	0	12	6	0
3. Train teachers on the use of learner corpus for pedagogical purposes	3a. Hold in-person workshops to train immersion teachers	3ai. Number of teachers trained	Summer	Summer workshop records	0	0	0	15	15
	3b. Develop online tutorials to teach how to use corpus for pedagogical purposes	3bi. Number of tutorials developed	Year 2	L2TReC records	0	0	2	0	0

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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		Project Year 2 (08/15/2018-08/14/2019)			Project Year 2 (08/15/2019-08/14/2020)			Project Year 3 (08/15/2020-08/14/2021)			
PERSONNEL	Role on Project	Inst. Salary	% Effort	DOE	Inst. Salary	% Effort	DOE	Inst. Salary	% Effort	DOE	Inst. Salary
*Rubio, Fernando	PD, Spanish Pedagogy Lead	\$119,656	15.0%	\$17,948	\$122,049	15.0%	\$18,307	\$124,490	15.0%	\$18,674	\$124,490
*Hacking, Jane	Co-PD, Russian Pedagogy Lead	\$111,215	12.0%	\$13,346	\$113,439	15.0%	\$17,016	\$115,708	15.0%	\$17,356	\$115,708
Watzinger-Tharp, Johanna	Pedagogy Expert/German Lead	\$131,376	10.0%	\$13,138	\$134,004	5.0%	\$6,700	\$136,684	5.0%	\$6,834	\$136,684
*Lair, Anne	DLI Curricula; French Lead; ACTFL t	\$82,048	10.0%	\$8,205	\$83,689	10.0%	\$8,369	\$85,363	10.0%	\$8,536	\$85,363
*Landes-Lee, Jill	Bridge Program Specialist	\$70,000	10.0%	\$7,000	\$71,400	10.0%	\$7,140	\$72,828	10.0%	\$7,283	\$72,828
*Rubio, Lucia	Spanish DLI curricula; ACTFL tester	\$46,963	10.0%	\$4,696	\$47,902	10.0%	\$4,790	\$48,860	10.0%	\$4,886	\$48,860
*Schnur, Erin	Corpus Analysis	\$42,000	10.0%	\$4,200	\$42,840	10.0%	\$4,284	\$43,697	10.0%	\$4,370	\$43,697
*Fame Kao, Shin Chi	Chinese DLI curricula; ACTFL tester	\$58,000	5.0%	\$2,900	\$59,160	5.0%	\$2,958	\$60,343	5.0%	\$3,017	\$60,343
*TBD, Portuguese Lead	Portuguese DLI Curricula Lead	\$45,000	5.0%	\$2,250	\$45,900	5.0%	\$2,295	\$46,818	5.0%	\$2,341	\$46,818
Scott, Catherine	Budget and Grant Management	\$68,000	15.0%	\$10,200	\$69,360	15.0%	\$10,404	\$70,747	15.0%	\$10,612	\$70,747
Ryan, Hsingshu "Elvis"	Instructional Technologist	\$49,546	10.0%	\$4,955	\$50,537	10.0%	\$5,054	\$51,548	10.0%	\$5,155	\$51,548
*Ah Yen, Lissie	Workshop and Outreach Specialist	\$39,987	10.0%	\$3,999	\$40,487	10.0%	\$4,049	\$41,297	10.0%	\$4,130	\$41,297
			Subtotal	\$92,836		Subtotal	\$91,366		Subtotal	\$93,193	
FRINGE BENEFITS		Salary	Fringe	Total	Salary	Fringe	Total	Salary	Fringe	Total	
Rubio, Hacking, Watzinger-Tharp		\$44,432	37.00%	\$16,440	\$42,023	37.00%	\$15,549	\$42,864	37.00%	\$15,860	
Lair, Landes-Lee, Rubio, L., Fame Kao, Ryan, Scott		\$40,206	50.0%	\$20,103	\$41,010	56.0%	\$22,965	\$41,830	56.0%	\$23,425	
Schur		\$4,200	26.0%	\$1,092	\$4,284	26.0%	\$1,114	\$4,370	26.0%	\$1,136	
Ah Yen		\$3,999	70.0%	\$2,799	\$4,049	75.0%	\$3,037	\$4,130	75.0%	\$3,097	
			Subtotal	\$40,434		Subtotal	\$42,665		Subtotal	\$43,518	
TRAVEL		Description	Frequency	Cost	Total	Frequency	Cost	Total	Frequency	Cost	Total
PD/Co-PD/Affiliated Person	ACTFL/National LRC Mtg		3	\$1,255	\$3,765	4	\$1,572	\$6,288	4	\$1,160	\$4,640
PD/Co-PD/Affiliated Person	Conference Presentations		4	\$1,263	\$5,052	4	\$1,359	\$5,436	4	\$1,366	\$5,464
PD/Affiliated Personnel	Int'l Immersion Conference		3	\$1,010	\$3,030	0	\$0	\$0	3	\$1,135	\$3,405
			Subtotal	\$11,847		Subtotal	\$11,724		Subtotal	\$13,509	
EQUIPMENT		Description	Frequency	Cost	Total	Frequency	Cost	Total	Frequency	Cost	Total
None Requested				\$0	\$0		\$0	\$0		\$0	\$0
			Subtotal	\$0		Subtotal	\$0		Subtotal		
SUPPLIES		Description	Frequency	Cost	Total	Frequency	Cost	Total	Frequency	Cost	Total
Workshop/Conference Mat	E.g., photocopies, workbooks		3	\$150	\$450	4	\$150	\$600	4	\$150	\$600
			Subtotal	\$450		Subtotal	\$600		Subtotal	\$600	
CONTRACTUAL		Description	Frequency	Cost	Total	Frequency	Cost	Total	Frequency	Cost	Total
			Subtotal	\$0		Subtotal	\$0		Subtotal	\$0	
OTHER EXPENSES		Description	Frequency	Cost	Total	Frequency	Cost	Total	Frequency	Cost	Total
ACTFL Exhibit Costs	Booth rental/furnishings/supplies		1	\$3,000	\$3,000	1	\$3,000	\$3,000	1	\$3,000	\$3,000
Int'l Immersion Booth	Booth rental/furnishings/supplies		1	\$2,000	\$2,000	0	\$0	\$0	1	\$2,000	\$2,000
Workshops (Invited Present)	Honoraria		3	\$750	\$2,250	3	\$750	\$2,250	3	\$750	\$2,250
Travel-Invited Speaker(s)	Air, Lodging, Per Diem, Ground		3	\$1,577	\$4,731	3	\$1,633	\$4,899	3	\$1,692	\$5,076
LRC/Ted Talk	Honorarium		0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
LRC/Ted Talk	Speaker Travel		0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Ed Direction	Annual Program Evaluation		1	\$6,000	\$6,000	1	\$6,000	\$6,000	1	\$6,000	\$6,000
*SLCC Learning Assistants	Samoan and Tongan Lang Support		0	\$0	\$0	0	\$750	\$0	0	\$750	\$0
			Subtotal	\$17,981		Subtotal	\$16,149		Subtotal	\$18,326	
SUBTOTAL DIRECT COSTS				\$163,548			\$162,503			\$169,146	
MODIFIED TOTAL DIRECT COSTS				\$163,548			\$162,503			\$169,146	
TOTAL INDIRECT COSTS			8.00%	\$13,084		8.00%	\$13,000		8.00%	\$13,532	
TOTAL COSTS FOR LRC				\$176,632			\$175,504			\$182,678	

University of Utah 2018 LRC Application

BUDGET NARRATIVE

PERSONNEL

Salary increases of 2% annually are budgeted for Years 2-4 for all personnel listed on the budget.

1. **Fernando Rubio, PhD**, Co-Director, L2TReC and Professor of Spanish Linguistics, Department of World Languages and Cultures: Dr. Rubio as PD on the grant will be responsible for overall grant leadership and oversight of key personnel assigned to the grant. Rubio is an internationally recognized expert in the field of language proficiency and assessment. He will be responsible for implementation of all project goals for the length of the grant. Specifically, he will directly oversee Activities 1a and 2a of Project Goal 1; Activities 1a and 2c of Project Goal 2; all activities of Goal 3; Activities 2a and 2b of Project Goal 4. He will also serve as the Spanish pedagogy expert. He will commit **15%** of his time to the 4-year grant and will receive a combination of academic year salary support and one course release per year.
2. **Jane Hacking**, PhD Co-Director, L2TReC and Associate Professor of Russian Linguistics, Department of World Languages and Cultures: Dr. Hacking as co-PD will work as Rubio's leadership partner in implementing and realizing all four goals. Hacking is an expert in the field of Second Language Acquisition, Slavic linguistics and proficiency assessment. As co-project leader, Hacking will facilitate activities under goals 1 and 2 and take the lead with Schnur on MuSSeL Corpus workshops under goal 4. She will play a key role in documenting the LCTL assessment instrument development for replication to other heritage communities (goal 3). Hacking's role includes serving as the Russian language pedagogy expert. Hacking will commit **12%** of her time to the grant in each of the 4 years, and will receive a combination of academic year salary support and one course release per year.

3. **Johanna Watzinger-Tharp, PhD**, Associate Professor, Department of Linguistics: Dr. Watzinger-Tharp will serve as Dual Language Immersion pedagogy expert on the grant and German language pedagogy lead. She will have an active role with all four project goals, with a particular focus on project goals 2 (Utah secondary/post-secondary articulation program) and 4 (organization of professional development opportunities) where she will be a key participant in the development and presentation of language educator workshops. She will devote **10%** of her time to this grant in each of the 4 years and will receive the funds as summer salary.
4. **Anne Lair, PhD**, Associate Professor (Lecturer), Department of World Languages: Dr. Lair will be actively involved with project goals 2 through 4. As the French Bridge Program curriculum specialist, she will play a significant role in curriculum development bridging K-12 and college level language classes (project goal 2) and the development of training workshops for K-12 language teachers (project goal 4). As an ACTFL certified tester she will contribute to the development of performance testing for LCTLs that currently do not have standardized tests (project goal 3) that will be appropriate for use in an educational setting as a comparable measurement of proficiency levels in foreign languages. Lair will present at various language education workshops throughout all 4 years of the grant and serve as the French language pedagogy expert. Lair will commit **10%** of her time to this grant and will receive half the funds as academic year salary support and half the funds as summer salary.
5. **Jill Landes-Lee, MA**, Director, Advanced Language Bridge Program: Landes-Lee will be actively involved with project goal 2 as the Utah LRC develops model curriculum and examples of effective pedagogy for post-AP language and culture courses. She will be

involved in the curricula of the target language training workshops (project 4) for high school educators involved in the secondary/post-secondary articulation program. Landes-Lee will commit **10%** of her time to these grant activities in each of the 4 years and will receive the funds as salary support.

6. **Lucia Rubio, MA**, Instructor (Lecturer): Ms. Rubio will lend her expertise in working with Spanish K-9 Dual Language Immersion curriculum development work to project goals 1, 2 and 4, but particularly Project Goals 1 and 2. As an ACTFL certified tester, Rubio will be a participant in the development of performance testing (project goal 3) appropriate for use in an educational setting that can be used as a standard and comparable measurement of proficiency levels in LCTLs. Rubio will commit **10%** of her time to this grant in each of the four years and will receive the funds as salary support.
7. **Erin Schnur, PhD**, Post-Doctoral Research Fellow: Dr. Schnur will assist with developing materials geared towards language educators' utilizing the MuSSeL corpus in their teaching (project goal 1) throughout all 4 years of the grant. Specifically, using corpus analysis, Schnur will identify and focus on features that are particularly challenging for language learners. Schnur and the LRC team will then develop curricula designed to address these features. Schnur will lead workshops for language educators (project goal 4) on pedagogical uses of the MuSSeL corpus in years 3 and 4 and design online corpus tutorials that will be available by year 3. She will also lead Project Goal 1 Activity 2a. Schnur will devote 20% of her time to this grant in each of the 4 years. **10%** of her allocated time will be paid as institutional support. As part of this institutional support Schnur will be responsible for training and supervising graduate research assistants' work on additional transcribing and tagging of corpus files.

8. **Shin Chi Fame Kao, MS**, Associate Instructor, World Languages and Culture and K-12 Specialist & Coordinator, Asia Center: As an ACTFL certified tester, Ms. Kao will be involved in the development of testing instruments (project goal 3) appropriate for use in an educational setting that can be used as a standard and comparable measurement of proficiency levels in LCTLs. She will be involved in working with curriculum development for the secondary/post-secondary articulation workshops (project goal 4). Fame Kao will commit **5%** of her time to this grant in each of the four years and will receive the funds as summer salary.
9. **Portuguese Pedagogical Expert, TBD**: The Portuguese Pedagogy expert will consult on pedagogical and curricular materials for Portuguese DLI (project goal 1) for Years 1 through 4 and Years 3 and 4 for project goal 2. The Portuguese expert will commit **5%** of his/her time to this grant in each of the four years and will receive the funds as summer salary.
10. **Catherine Scott, BA**, Associate Director, Administration, L2TReC: Ms. Scott will be responsible for ensuring that all budget items are processed according to federal guidelines and all grant guidelines and deadlines are adhered to. She will be responsible for overseeing all expenditures, travel arrangements, workshop scheduling, speaker stipends and payroll. She will commit **15%** of her time to the LRC project activities and will receive the funds as salary support.
11. **Hsingshu “Elvis” Ryan, MA**, Instructional Technologist, L2TReC: Ms. Ryan is an experienced Instructional Technologist who will support technology needs for all project goals and grant personnel. She will videotape K-9 and Post-AP classroom instruction, create a library of videos and upload them to L2TReC’s website (project goals 1 and 2). She will upload and maintain the assessment instruments developed for heritage speakers of LCTLs

for nationwide dissemination (project goal 3). She will be responsible for providing technological support for all workshops (project goal 4) and assisting in the development and hosting of any online tutorials or modules. Ryan will devote 20% of her time to this grant in each of the 4 years. **10%** of her allocated time will be paid as institutional support.

12. **Lissie Ah Yen, BS**, Executive Secretary, L2TReC: Ms. Ah Yen will be responsible for supporting all LRC personnel and project goals. She will be responsible for all logistics for outreach events, workshops and travel arrangements for grant personnel and invited speakers. As a native Samoan speaker, Ah Yen will participate in project goal 3 and will be involved with the outreach activities to the local Samoan communities (project goal 4). Ah Yen will devote 20% of her time to this grant in each of the 4 years. **10%** of her allocated time will be paid as institutional support.

FRINGE BENEFITS

13. The University of Utah suggests estimated fringe benefit rates for grant applications based on salary ranges and/or classifications. These may not be the actual rates assessed upon award. The university's suggested treatment of fringe benefits for the preparation of proposal budgets can be accessed at <http://osp.utah.edu/resources/quick-reference/benefits.php>. The fringe benefit rates used in the budget are based on salary and retirement benefit status rather than the suggested job titles noted in the link above.

TRAVEL

Airfare and hotel costs reflect a 5% increase for each successive year after year 1. Airfare rates are based on currently available economy rates. Per Diem and ground transportation rates remain the same as Year 1 for all four years.

The University of Utah's travel policy is accessible at <http://regulations.utah.edu/administration/3-030.php>. The University of Utah relies upon the Federal GSA Per Diem rates for domestic travel to the 48 lower states (<https://www.gsa.gov/portal/content/104877>), the Department of Defense allowances for Alaska, Hawaii, and the US Territories (<http://www.defensetravel.dod.mil/site/perdiemCalc.cfm>), and the Department of State allowances for international travel (https://aoprals.state.gov/content.asp?content_id=184&menu_id=78). Per Diem is based upon a 24-hour basis with first and last day of travel reimbursed at 75% of the 24-hour basis. The Per Diem rate is meant to cover the expense for meals, and incidentals such as laundry and tips. If any meals are provided during university travel, these meals must be deducted from the per diem as defined by the federal M&IE Breakdown table (<https://www.gsa.gov/portal/content/101518>).

14. Travel costs to the ACTFL Convention/LRC Joint Meeting are programmed annually for 4 LRC personnel (with the exception of Year 1 as PD Rubio will have his expenses paid by ACTFL due to his position on the Board). Attendees will be PD, Co-PD, Grant Manager, and one other key personnel annually. PD, Co-PD and chosen key personnel will present and disseminate results. Grant Manager will staff the booth to promote and disseminate Utah's LRC projects. Convention cities are known for all four years. Airfare and hotel costs are projected with a 5% increase annually from the current year rates.
15. Attendance at LRC-relevant conferences (in addition to ACTFL) are budgeted annually for four key participants to present research and disseminate findings. Applicable conferences include the American Association for Applied Linguistics, the Southwest Conference on Language Teaching and the International Conference on Language Teacher Education.

Travel costs are based on attendance at AAAL as conference sites have already been announced for the four years of the grant.

16. Conference travel to the biennial International Conference of Immersion and Dual Language Education is budgeted for three personnel for Years 1 and 3. Travelers will be the PD or co-PD, plus one personnel participating in project goals 1 or 2, plus one additional personnel to staff the booth. Travel costs are actual for year 1 as they can be determined at this time. Travel costs for year 3 are estimated based on the probability of the conference taking place in Minnesota.

SUPPLIES

17. Workshop materials are geared to online format. Therefore, this budget item is “as-needed”, i.e., in case hard copy materials are needed to meet the needs of particular participants.

OTHER EXPENSES

18. Booth rental and furnishing costs for the ACTFL Convention are budgeted annually to promote and disseminate the work of the LRC.
19. Booth rental and furnishing costs for the biennial International Conference of Immersion and Dual Language Education are budgeted for Years 1 and 3. These booths will be for outreach to the educational community -- administrators and teachers -- to promote and disseminate Utah’s LRC project goals to the greater DLI community.
20. A limited number of targeted presenters will be invited each year to lead educational training workshops. For example, an agreement is already in place to bring in a presenter from UT Austin’s COERLL to train educators on using The Foreign Languages and the

Literary in the Everyday model (FLLITE) in Year 1. A second agreement is in place with the Hawaii NFLRC to bring in a presenter in Year 2 to train educators on the Project-Based Language Learning (PBLL) protocol. Honoraria for three outside presenters are budgeted for each of the four years.

21. Travel costs to Salt Lake City (air, lodging, per diem, ground transportation) are budgeted for three speakers each year. An average airfare of \$562 was used (with the 5% increase each successive year) based on the economy rate roundtrip fares to Salt Lake City from Honolulu and Austin of \$673 and \$451, respectively, currently available for flights in 2019. The current GSA lodging rate for SLC was used for Year 1 with the 5% increase for each successive year. The current per diem rate was used for all four years.
22. The Utah LRC is planning to join in with the University of Hawaii National Foreign Language Resource Center and two other LTCs in sponsoring TEDTalk events at the Annual ACTFL Convention to promote the value of learning languages among secondary and post-secondary institutions. Utah's LRC would be sponsoring the talk in 2021 in San Diego. The talk will promote the Utah's LRC view of K-16 articulation. A suggested honorarium of \$500 is budgeted for this purpose.
23. Travel costs (air, lodging, per diem, ground transportation) for the 2021 TEDTalk speaker at the San Diego ACTFL Convention is budgeted using the same average economy fare rate of \$562 (see #20 above) with the 5% annual increases for three years resulting in an airfare rate of \$641. Lodging is based on current per diem, plus the 5% annual increases.
24. The Utah LRC is contracting with Ed Direction (<https://www.eddirection.com>) to provide a comprehensive yearly external evaluation of the program. Qualified, independent evaluation

is essential to the integrity of the overall project. Ed Direction is a division of Cicero Group, a leading management consulting and research firm. Ed Direction will organize and assess data as well as report results for all performance measures on an annual basis per federal requirements. An annual contract for Ed Direction is budgeted at \$6,000.

25. The Utah LRC has budgeted for four Learning Assistants in Year 4 at \$750 each (project goal 3) at Salt Lake Community College. These Learning Assistants would be students who have received the Seal of Biliteracy in Nepali, Samoan or Tongan and who will put their language skills to use by serving as language assistants in introductory courses if and when those languages are added to the curriculum at the community college.